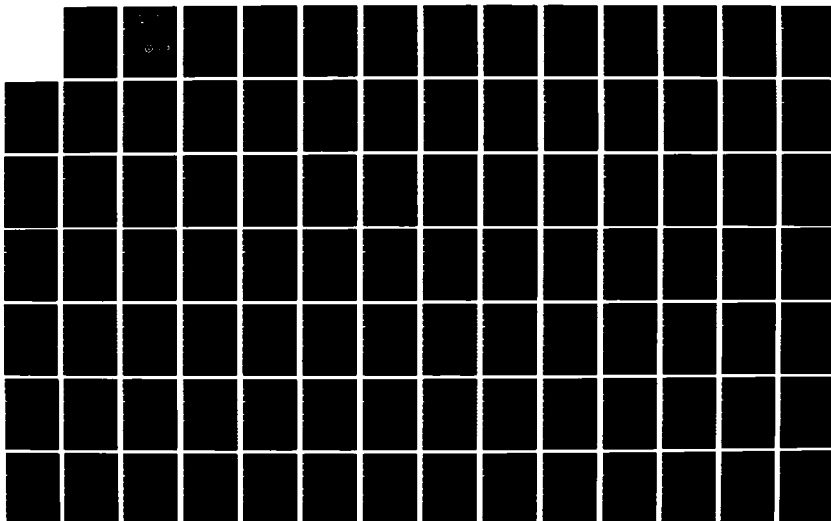AD-A162 142   HISPANICS AND THE MILITARY: A SELECTED ANNOTATED   1/2
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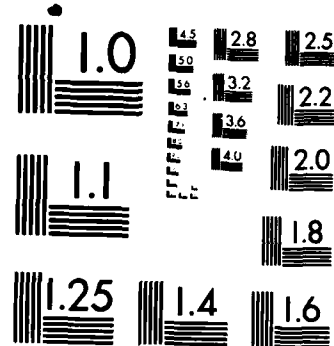
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This annotated bibliography presents a selected survey of almost 350 published, unclassified articles, reports, and books considered relevant to understanding the historical, current, and future participation of people of Hispanic origin in the Armed Forces, ————→ to p. VII

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This annotated bibliography presents a selected survey of published, unclassified information considered relevant to the general subject, "Hispanics and the Military." The references selected for annotation here cover a broad spectrum of information, including material on the history and current status of people of Hispanic origin (Mexican American/Chicano, Cuban, and Puerto Rican) in the Armed Forces, as well as on recruitment patterns, aptitude characteristics, educational background, socioeconomic status, and other attributes of this segment of the American population. The bibliographic entries describe both literature and research done on Hispanics in the military (which at this time represents only a disparate and limited body of work), and pertinent research on the Hispanic civilian population.

The annotations vary in form, depending upon the reference. In all cases, and particularly for major works in different subject areas, the annotations describe the reference's content, thus allowing the reader to decide if the reference would be relevant to his or her needs. Where possible, the reference's data base is also noted to give an idea of the scope of information upon which the reference is based. In addition, a brief summary of results is presented for some papers, short reports, or references which may be more difficult to obtain. All of the annotations are brief and designed to allow an efficient review of the literature.

The bibliography is divided into two sections. The first section lists the literature by subject area. The lists are arranged alphabetically by author and include the reference titles, which in many cases describe the particular subject of the reference. The second section includes complete bibliographic information and the annotation. These are listed alphabetically by author.

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SECTION II
COMPLETE REFERENCE AND ANNOTATION

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<u>Advertising Age</u>. "Special Report: Marketing to Hispanics." March 21, 1985.

> One of the major themes brought out in this collection of articles, essays, and market analyses is that there is so much cultural and social variation existing among the different Hispanic subgroups that the accepted generalities about the American Hispanic population (that Hispanics are younger, live in larger households, are more loyal to church and family, and are poorer and less schooled but are increasing their income and education levels) do not make it any easier to "reach" the Hispanic market as a whole. Hispanic subgroup differences are made particularly evident in the series of Hispanic Market profiles, including Albuquerque, Brownsville, Chicago, El Paso, Houston, Los Angeles, Miami, New York, San Antonio, and San Francisco.

Aguirre, Edward, and Cepeda, Rita M. "Hispanics and Education in the 1980s." In <u>The State of Hispanic America</u>, National Hispanic Center for Advanced Studies and Policy Analysis. Oakland: Babel, 1981.

> This general policy statement emphasizes that education is the primary vehicle by which Hispanics can enter American society and suggests education program orientations should support Hispanic strengths.

Altus, William D. "The American Mexican: The Survival of a Culture." <u>Journal of Social Psychology</u> 29 (1949):211-220.

> This older but significant article describes the persistence of linguistic and cultural background traits of foreign- and native-born Mexican American soldiers who were functionally illiterate by Army standards and were sent to a special training center. The author notes that there was more maladjustment among the American-born Mexicans than among the foreign-born Mexican American soldiers. Native-born Mexicans also did not test as well. Such differences between native- and foreign-born Hispanics continues to be an important theme in research.

Alvarez, Rodolfo. "The Psycho-Historical and Socioeconomic Development of the Chicano Community in the United States." In Chicanos, Social and Psychological Perspectives, pp. 38-54. Edited by C. Hernandez, M. Haug, and N. Wagner. Saint Louis: C. V. Mosby Co., 1976. (First published in Social Science Quarterly (1973):920 942.)

> The author usefully distinguishes the "creation generation" (pre-1900 Mexican settlers in the U.S.); the "migrant genera- tion" (post-1900 Mexican immigrants); the "Mexican American generation" (including Mexican-origin citizens who began, after World War II, to feel a collective consciousness which increas- ingly turned its sense of cultural loyalty to the U.S.); and the "Chicano generation" (beginning in the later 1960s, those who developed a new ethnic consciousness through evaluation of their social position in the pluralistic American society).

Alvirez, David, and Bean, Frank D. "The Mexican American Family." In Ethnic Families in America, Patterns and Variations, pp. 271-292. Edited by C. Mindell and R. Habenstein. New York: Elsevier, 1976.

> The authors present an overview of demographic and structural characteristics of Mexican American families. The same book includes a similar description of Puerto Rican families by Joseph P. Fitzpatrick.

American Council on Education. Minorities in Higher Education, Second Annual Status Report. Washington, D.C.: American Council on Education, Office of Minority Concerns, 1983.

> Bringing together statistics from a number of government agen- cies, this 18-page report provides a useful overview of His- panic educational attainment and compares it to that of black and white segments of the American population. Some tables give information on Hispanic subgroups.

Andrade, Sally J., and Torres, Marcia G. Aspirations of Adolescent Females for Marriage, Children, Education, and Employment, Final Report. Washington, D.C.: National Council of La Raza, 1982.

> This comprehensive profile of both Hispanic male and female youth is based on both the National Longitudinal Survey (spon- sored by the U.S. Department of Labor and coordinated by the Center for Human Resources Research at Ohio State University) and the High School and Beyond Survey (sponsored by the

National Center for Educational Statistics of the U.S. Department of Health, Education, and Welfare). The authors note relative differences and similarities of the labor market experiences of young Hispanics, blacks, and whites. The National Council of La Raza has sponsored a number of such studies.

Antilles Department of Historical Studies. Tentative Study of Garrisons, Parts I, II, and III, File No. 8-2.10; RG 319, Records of the Army Staff. Washington, D.C.: Office of Chief of Military History, Department of the Army, n.d.

These documents are interesting in that they say how the military preferred not to use Puerto Rican units in critical areas as the Puerto Ricans were considered to be inferior troops; when Puerto Ricans were used in other units, those with lighter skins were picked. Otherwise, these documents primarily present a record of unit activities.

American Psychological Association Task Force on Employment Testing of Minority Groups. American Psychologist 24 (No. 7, 1969): 637-659.

A very general article, this presents cautionary notes on testing minorities.

Astin, H. S., and Burciaga, C. P. Chicanos in Higher Education: Progress and Attainment. Los Angeles: Higher Education Research Institute, 1981.

This is noted as being one of the more comprehensive evaluations of Mexican American educational achievement.

Baker, Richard C., Roll, Samuel, and Melgoza, Bertha. "Anglo-Chicano and Male-Female Differences in Disclaimed Activity. Journal of Cross-Cultural Psychology 10 (No. 2, 1979):191-202.

Disclaimer activity is verbalization in which a person places one's self in a passive position with respect to one's action. With regard to a general culture and personality question concerning whether or not Hispanics display a greater degree of

disclaiming activity compared with Anglos, this study analyzed 374 subjects, Mexican Americans and Anglos, and found no significant difference.

Baron, Augustine, Vasquez, M., and Valdez, J. "A Comparison of Minority Students' Concerns at Two University Campuses." In Explorations in Chicano Psychology, pp. 121-136. Edited by Augustine Baron. New York: Praeger, 1981.

> Realizing the increasing number of minority students enrolling in college, and that therefore the student body may not be uniform in background and needs, this study looks at demographic differences among Anglo, black, Chicano, and "other Hispanic" samples of students. Particularly striking differences were found between the two Hispanic groups, with the "other Hispanics" often having a profile closer to that of Anglos than to that of Chicanos.

Baron, Augustine, ed. Explorations in Chicano Psychology. New York: Praeger, 1981.

> The edited collection of articles presented in this book concern the nature of the contemporary Chicano family, testing and admission of Chicano students in higher education, and several mental health issues such as the underutilization of health facilities by Mexican Americans. Some of these articles are treated separately in this bibliography.

Bean, Frank D., and Marcum, John P. "Differential Fertility and the Minority Group Status Hypothesis: An Assessment and Review." In The Demography of Racial and Ethnic Groups, pp 189-211. Edited by Frank D. Bean and W. Parker Frisbie. New York: Academic Press, 1978.

> This general discussion compares fertility levels and trends of a number of ethnic groups in the U.S., including the Hispanic subgroups, to explore the question of why racial and ethnic group membership is associated with differential fertility. Specifically, the authors argue that minority group status affects reproductive behavior.

Becerra, Rosina M. "The Hispanic Vietnam Veteran: Mental Health Issues
and Therapeutic Approaches. In Mental Health and Hispanic Americans,
Clinical Perspectives, pp. 169-180. Edited by R. M. cerra, M. Karno,
and J. I. Escobar, New York: Grune and Stratton.

> The authors discuss the discrepancy between limited use of
> health facilities and higher frequency of mental health prob-
> lems by Hispanic Vietnam veterans. They suggest that the mili-
> tary experience may have compounded or precipitated problems
> arising from the social background from which many Hispanic
> veterans came. This work represents one of the few examina-
> tions of Hispanic veterans.

Becerra, Rosina M. and Greenblatt, Milton. Hispanics Seek Health Care, A
Study of 1,088 Veterans of Three War Eras. New York: University Press
of America, 1983.

> The only major work in this area, this study is based on survey
> information from 559 Hispanic veterans living in Los Angeles
> County; survey information from 234 Hispanic and 295 Anglo
> veterans who recently had been admitted to V.A. facilities in
> Los Angeles; and lengthy interviews with 32 Hispanic indivi-
> duals selected from the Los Angeles County survey. The data
> provides a wealth of material on the background characteristics
> of facility users, whether Hispanic or Anglo, Hispanic and
> Anglo reasons for using facilities, and the differential use of
> facilities by Hispanics and Anglos. Examples of the kinds of
> conclusions reached were that both the Anglo and Hispanic user
> were usually poor and had multiple medical problems. Use of
> the facility was, however, only as a treatment of last resort;
> Anglos used the facilities more often than did the Hispanics.
> Hispanics were less satisfied with the care they received than
> Anglos. Those who were the most satisfied were those who
> received help from someone with enough clout to smooth their
> way through cultural- and linguistic-based problems encountered
> during evaluation and treatment. Almost all mentioned bureau-
> cratic delays that interfered with care; although some accepted
> these hinderances as inevitable, others became so frustrated
> that they remained bitter about their experiences or abandoned
> their pursuit of V.A. care altogether. Hispanics were at a
> disadvantage in manipulating the system. One of the most
> interesting parts of this 158-page work is the chapter which
> presents interview text, portraying Hispanic views with regard
> to V.A. services and health care.

Becerra, Rosina M., and Greenblatt, Milton. "The Mental Health-Seeking Behavior of Hispanic Veterans." Comprehensive Psychiatry 22 (No. 1, 1981): 124-133.

    This notes how Hispanic veterans do not use health services
    unless they cannot get help elsewhere. The reasons why this
    occurs are unclear. This pattern is particularly true for
    Mexican Americans in both the military and civilian life.

Bernardeau, Christine, Eisenman, Richard, and Purcell, Agnes. U.S. Armed Forces Minority Officer Procurement. Technical Report HumRRO-TR-75-23. Alexandria, Virginia: Human Resources Research Organization, 1975.

    This 90-page report discusses different concepts of minority
    officer representation in the Armed Forces; describes minority
    representation in the officer ranks at the time of the report;
    and, in a final chapter, looks at means through which the Army
    could increase minority representation. Hispanics are treated
    as a group.

Berry, John W., "Acculturation as Varieties of Adaptation." In Acculturation, Theory, Models, and Some New Findings, pp. 9-25. Edited by A. M. Padilla. Boulder, Colorado: Westview Press, 1980.

    The author outlines a variety of aspects of language and
    thought which can be involved in the acculturation process.
    This kind of information contributes to an understanding of the
    current social situation of Hispanic immigrants and of Hispanic
    adjustment to military life.

Berryman, Sue E. "The Social Composition of American Enlisted Forces: 19th and 20th Century Images and Realities, Political Dynamics, and Questionable Assumptions." Hawthorne, New York: Aldine, 1985.

    The author defines the following purpose of this study: (1) to
    assess the accuracy of public images of the composition of the
    enlisted force currently and in earlier periods of American
    history; (2) to show how constituency preferences and political
    processes account for the observed discrepancies between image
    and reality; and (3) to identify and begin to assess consti-
    tuencies' assumptions about what particular individual or group

characteristics imply for their military manpower objectives. Hispanics, usually treated as a group, are mentioned in a number of places in this 140-page analysis.

Berryman, Sue E. Who Will Do Science?, Special Report, New York: Rockefeller Foundation, 1983.

General trends in education and the place of minorities are the subject of this article. Hispanics are compared with blacks and American Indians; all three groups show little educational advancement over time when compared with that of whites. The position of Hispanics, however, is particularly difficult to evaluate because of substantial in-migration during the 1970s.

Binkin, Martin, and Eitelberg, Mark J. "Women and Minorities in the All-Volunteer Force." In The All-Volunteer Force After a Decade. Edited by William Bowman, Roger Little, and G. Thomas Sicilia. Elmsford, New York: Pergamon-Brassye's, 1985.

The authors present an evaluation of the racial and sex composition changes of the Armed Forces since the end of the draft. With the greater proportion of women and minorities currently in the military, a number of new issues have developed concerning minority overrepresentation, female underrepresentation, and consequential changes in recruit qualification, testing, and performance. These issues are addressed with comparisons made between male and female Hispanic, white, and black components of the civilian and military populations.

Binkin, Martin and Eitelberg, Mark J.; with Schexnider and Smith, Marvin M. Blacks and the Military. Washington, D.C.: The Brookings Institution, 1982.

Although not directly relevant to Hispanics in the military, this is included as one of the major works on minority participation in the military; it raises many pertinent issues and includes some comparative material on Hispanics. A unique feature of this and the previous reference is that some of the information presented comes from previously unpublished Defense Manpower Data Center statistics.

Blair, John D, and Phillips, Robert L. "Job Satisfaction Among Youth in Military and Civilian Work Settings." Armed Forces and Society 9 (No. 4, 1983):555-568.

This is one of the few articles that compares job satisfaction of civilian and military personnel, noting differences among male and female white, black, and Hispanic youth (21 years old or less). The data came from the National Longitudinal Survey.

Bock, R. Darrell, and Moore, Elsie G. J. Profile of American Youth, Demographic Influences on ASVAB Test Performance. Washington, D.C.: Office of Assistant Secretary of Defense, Manpower, Installations, and Logistics, Government Printing Office, 1984.

Based on the Profile of American Youth project, this is a comparison of test performance of subjects classified by their background characteristics, including age, sex, geographical region of resident at age 14, sociocultural group membership economic status, highest grade completed in school, and mother's education. Results of these comparisons are interpreted in light of relevant existing research from the social sciences. Hispanics are treated as a single group and compared with blacks and whites.

Boldt, R. F., and Woodford, P. E. "Considerations and Procedures for Producing a Spanish ASVAB." Unpublished Paper. Educational Testing Service, Princeton, New Jersey, July 1980.

This 8-page paper describes how a foreign language test could be developed and some problems in interpreting the results of such a test.

Bonilla, Frank, and Jordan, Hector C. "Puerto Rican Return Migration in the '70s. Migration Today 7 (No. 2, 1979):7-12.

The authors describe the historical nature of Puerto Rican migration to and from the U.S. mainland, noting that during World War I, thousands of Puerto Ricans were exported as laborers to Army camps and war industries.

Bonney, Norman. "Work and Ghetto Culture." British Journal of Sociology 26 (No. 4, 1975):435-447.

This article is indirectly related to the subject of this bibliography in that it described work orientations of residents living in ghettos, a situation in which many Hispanics, especially mainland Puerto Ricans, find themselves.

Booth, Richard F., and Berry, Newell H. "Minority Group Differences in the Background, Personality, and Performance of Navy Paramedical Personnel." Journal of Community Psychology 6 (1978):60-68.

This study looks at performance of minority and other Navy students who were fully qualified and marginally qualified for paramedical training. Although the sample incurred only two percent Hispanic, the low and medium aptitude minority group members generally tended to perform better than did whites at comparable aptitude levels. The implication is that aptitude measures may not provide as useful a forecast of potential occupational success for the minorities as they do for the majority group.

Booth, Richard F., and Newman, K. "Social Status and Minority Recruit Performance in the Navy: Some Implications for Affirmative Action Programs." Sociological Quarterly 18 (No. 4, 1977):564-573.

Based on a sample of 1091 blacks, 192 Hispanics, 186 Asians, and 1785 white recruits who entered paramedical training in 1973, this article compares aptitude scores, motivation measures, training performance, and job survival rates. Although the minority groups were found to have lower aptitude and motivation scores on the average than the majority group, minority group members tended to do as well as the majority group in terms of job performance.

Borjas, George J. "The Earnings of Male Hispanic Immigrants in the United States." Industrial and Labor Relations Review 35 (No. 3, 1982):343-353.

This article looks at differences among Hispanic subgroups in rates of economic mobility. Compared with other Hispanic groups, Cubans have higher rates, based partly on the heavy

educational investment of the initial Cuban immigrants. This
article is one of several which looks at general differences in
assimilation by Hispanics who immigrated for economic reasons
and those who immigrated for political reasons.

Born, Peter. "The Struggle for La Causa." In Education of the Spanish-
Speaking Urban Child, pp. 423-436. Edited by E. J. Ogletree. Spring-
field, Illinois: Charles C. Thomas, 1975.

Born discusses the problems faced by Hispanics as an immigrant
population; the article is useful as background material.

Borus, Michael E., ed. Pathways to the Future, Vols, I, II, and III.
Reports on the National Longitudinal Surveys of Youth Labor Market Exper-
ience in 1979, 1980, and 1981. Worthington, Ohio: Center for Human
Resource Research, Ohio State University, 1981, 1982, 1983.

These yearly reports contain basic information on the status of
Hispanics in American society derived from the National Longi-
tudinal Surveys of Youth Labor Market Experience. The youth
cohort (annually surveyed through 1984) includes a nationally
representative sample of 12,686 young people born in the calen-
dar years 1957 through 1964, who were thus between the ages of
14 and 21 on January 1, 1979. Of these, 11,406 were civilians
selected from over 70,000 households in 160 Standard Metropol-
itan Statistical Areas and counties; the sample was stratified
in order to yield approximately equal numbers of men and women;
oversampled Hispanics; non-Hispanic blacks; and non-Hispanic,
non-black youths from families with incomes below the 1978
poverty line. The rest of the sample included 1280 persons of
the same age group who were serving in the Armed Forces on
September 30, 1978. This sample was selected to yield approxi-
mately two-thirds males and one-third females. The reports are
organized into chapters which present selected analyses of the
data, including employment status, job search patterns, job
aspirations and expectations, and differential effects of
schooling on employment. Some chapters discuss Hispanics to a
greater degree than others; in all cases, Hispanics are treated
as a single group.

Bouvier, Leon F., and Davis, Cary B. The Future Racial Composition of
the United States. Washington, D.C.: Population Reference Bureau, 1982.

This is a 70-page analysis of the size and racial composition
of the U.S. population as it changes between 1980 and 2080.

One of the unique features of it is that changes are adjusted by different immigration levels, something census material does not do. Both Asian and Hispanic population components are shown to be significantly increasing at all levels of immigration; the black component shows a more moderate increase; and white non-Hispanics show a decrease. At moderate to high immigration levels for Asians and Hispanics, white non-Hispanics will clearly not constitute a majority of the U.S. population by 2080.

Bradshaw, Benjamin S, and Bean, Frank D. "Some Aspects of the Fertility of Mexican Americans." In Demographic and Social Aspects of Population Growth, pp. 140-164. Edited by C. F. Westoff and R. Parke. Commission on Population Growth and the American Future, Research Reports, Vol. 1. Washington, D.C.: Government Printing Office, 1972.

The author presents a comparatively systematic explanation of the higher average fertility of Mexican American women, discussing age at marriage, percent of women marrying, circumstances of pregnancies, and other variables. By piecing together census information, the authors also document historical trends in Mexican American fertility.

Brawner, Marlyn R. "Migration and Educational Achievement of Mexican Americans." Social Science Quarterly 53 (No. 4, 1973):727-737.

This longitudinal study compares the actual school completion and the age grade retardation of children whose parents migrated to a northern city with those of their counterparts who remained in the Southwest. The children who migrated to the northern city were found to show a clear advantage, with the community/environment change being attributed for much of the success.

Briggs, Vernon M. Chicanos and Rural Poverty. Baltimore: Johns Hopkins University Press, 1973.

In this economic history of Mexican Americans, Briggs argues that many of their current employment characteristics stem from the historical connection with agribusiness in the Southwest which ill-equipped most of the population for urban life. This industry, along with ranching and mining, came to rely on unskilled labor, whose need for education and knowledge of English was minimal. The basically exploitive nature of these

industries, combined with the general effects of social dis-
crimination, has been a major force in preventing much of this
group from acquiring the education and labor skills which would
be marketable in an industrial society.

Broom, L., and Smith, J. H. "Bridging Occupations." British Journal of
Sociology 14 (1963):321-334.

This early article discusses the advantage of the military as a
bridging occupation with which minorities may enter mainstream
society.

Brown, Cheryl J. Assessment of the Need for Verbal Language Instruction
for Navy Recruits. Technical Memorandum 82-3. Orlando, Florida: Train-
ing Analysis and Evaluation Group, Department of the Navy, 1982.

Using a cross-section of over 3000 Navy recruits from Orlando,
Great Lakes, and San Diego, this study found significant geo-
graphical differences in English proficiency, with higher per-
centages of failure in the South and West.

Brown, George H., et al., The Condition of Education for Hispanic Ameri-
cans. Washington, D.C.: National Center for Education Statistics, 1981.

This 268-page report presents one of the most comprehensive
compilations of statistical information on Hispanics. The
report consists primarily of tables and charts based on
material from a number of government agencies and departments.

Brown, William R., Dohme, J. A., and Wick, D. C. An Evaluation of Minor-
ity and Female Performance in Army Rotary Wing Aviation Training.
Research Report 1318. Alexandria, Virginia: U.S. Army Research Insti-
tute for the Behavioral and Social Sciences, 1980.

This is an evaluative summary of minority and female per-
formance in the Army's Initial Entry Rotary Wing Flight train-
ing program. The purpose of the project was to determine if
there were differences in performance and/or attrition between
the study groups and their counterpart white males when the
students were matched in terms of their scores on flight-
related selection tests and on military experience. No sig-
nificant differences were found in performance grades or flight

performance grades across the stages of training. Blacks and Hispanics were found to be recycled more than the white counterparts.

Browning, Harley L., Lopreato, S. C., and Poston, D. L. "Income and Veteran Status: Variations Among Mexican Americans, Black, and Anglos." American Sociological Review, 38 (No. 1, 1973):74-75.

Based on the 1960 census data, this study finds that black and Mexican American veterans have higher average income than non-veterans. At least for this period of American history, that finding is relevant to the question of how military service may function as a bridging occupation for minorities.

Bruguera, Mark R. Predicting the Level of Vocational Aspiration and Degree of Aspirational Realism for Hispanic, Black, and Anglo High School Seniors. Final Report. Washington, D.C.: National Council of La Raza, 1982.

This study uses data from the High School and Beyond longitudinal study conducted by the National Opinion Research Center in collaboration with the National Center for Education Statistics. It seeks to identify a set of predictor variables that can provide a picture of one's Level of Vocational Aspiration, in that this is thought to constitute a primary antecedent to one's level of attainment.

Bullock, Paul. "Employment Problems of the Mexican-American." In Mexican-Americans in the United States: A Reader, pp. 147-159. Edited by John H. Burma. New York: Schenkman, 1970.

This presents an overview of Mexican American employment patterns. Emphasis is placed on the influence of cultural values on employment and the discriminatory treatment Mexican Americans receive from business.

Buriel, Raymond. "Cognitive Styles Among Three Generations of Mexican American Children." Journal of Cross-Cultural Psychology 6 (No. 4, 1975):417-429.

Based on a study of 80 children, this looks at cognitive style trends within a generational cross-section of Mexican Americans by comparing their expected differences in field independence to a group of completely assimilated Anglo American children.

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Field dependence did not increase in a linear pattern from
first to third generation; the third generation group showed
greater field dependence compared with the second generation
group. The implication is that the more "Mexican" first- and
second-generation subjects are more acculturated in terms of
cognitive style than the third-generation subjects who have had
the least direct contact with traditional Mexican culture.

Buriel, Raymond, and Vasquez, Richard. "Stereotypes of Mexican Descent
Persons, Attitudes of Three Generations of Mexican Americans and Anglo-
American Adolescents." Journal of Cross-Cultural Psychology 13 (No. 1,
1982):59-70.

> This study of 120 adolescents drawn from populations of first-,
> second-, and third-generation Mexican Americans or an Anglo
> American population, found that Mexican Americans showed a
> decline in their belief of positive group stereotypes with each
> generation. Likewise, later generations of Mexican Americans
> tended to disbelieve positive stereotypes of their group. Such
> may provide background insight into native- vs. foreign-born
> performance differences among Mexican Americans.

Burma, John H. "A Comparison of the Mexican American Subculture with the
Oscar Lewis Culture of Poverty Model." In Mexican-Americans in the
United States: A Reader, pp. 17-28. Edited by John H. Burma. New York:
Schenkman, 1970.

> Based on an investigation of 80 children from four population
> (first-, second-, and third-generation Mexican Americans, and
> an Anglo American population) between the ages of seven and
> nine years old, this study found that there was a linear pat-
> tern of field independence from the first to the third genera-
> tion. Instead, the relationship between cognitive style and
> generation is curvilinear, with first- and third-generation
> subjects showing greater field dependence in relation to
> second-generation children. This pattern may partly result
> from the motivation behind immigration and the social circum-
> stances in which many Mexican Americans find themselves after
> immigration.

Burma, John H. <u>Mexican-Americans in the United States: A Reader</u>. New York: Schenkman, 1970.

> Useful for background information, this contains a number of relevant articles which are annotated separately.

Cafferty, Pastora S. J. "Puerto Rican Return Migration: Its Implications for Bilingual Education." <u>Ethnicity</u> 2 (1975):52-65.

> This article argues for the establishment of bilingual programs for Puerto Rican communities. Because of extremely high return migration rates of Puerto Ricans, Puerto Rican children become outcasts of both mainland and island monolingual cultures, reflected by their high rate of educational failure. This article includes an overview of the demographic characteristics of the Puerto Rican return migrant.

Casso, Henry J. "Higher Education and the Mexican-American." In <u>Mexican-Americans Tomorrow, Educational and Economic Perspectives</u>, pp. 137-163. Edited by G. Tyler. Albuquerque: University of New Mexico Press, 1975.

> In this general evaluation of Mexican American educational status, the author notes that the most significant factor to cause a drastic change in the educational opportunities was World War II and the GI Bill.

Carliner, Geoffrey. "Returns to Education for Blacks, Anglos, and the Five Spanish Groups." <u>Journal of Human Resources</u> 11 (No. 2, 1976):172-184.

> Based on data from the 1971 Current Population Survey, this study found that the lowest return rates were for blacks, with Chicanos faring only slightly better. "Other Spanish" and Puerto Ricans had the same return to education rate as did Anglos. Cubans and Central/South Americans had return rates considerably higher than that of Anglos. The study suggests that reasons for these differences may be more related to such differences as class background, discrimination, and quality of schooling rather than to differences in nativity, mother tongue, age, years of education, or marital status.

Carter, Thomas P., and Segura, Roberto. <u>Mexican Americans in School, A Decade of Change</u>. New York: College Entrance Examination Board, 1979.

> This is one of the primary references on the current educational status of this Hispanic group. Along with pulling together a wealth of information on the subject, the authors usefully review theories about what are thought to be the important variables concerned in the comparatively low educational achievement of Mexican Americans.

Center for Continuing Study of the California Economy. <u>Projections of Hispanic Population for the United States, 1990 and 2000</u>. Palo Alto, California: Center for Continuing Study of the California Economy, 1982.

> This 50-page analysis projects the rates of increase of the Hispanic population in general and by subgroup. Two unique features of this analysis are that the projections separate population increase resulting from immigration from increase resulting from growth of the resident population, and that the projections are based upon alternative higher or lower rates of fertility and immigration.

Center for Human Resource Research.

> This agency is responsible for the National Longitudinal Surveys of Labor Market Experience. The project has involved repeated interviews over a 15-year period with four groups: older men, middle-aged women, young men, and young women. The data are collected for 20,000 individuals by the U.S. Bureau of the Census. Since 1979, the NLS has followed an additional cohort of 13,000 young men and women between the ages of 14 and 21, which includes a sub-cohort of people serving in the Armed Forces during the initial interview. Because of this and the fact that Hispanics were oversampled, the data pool is a major resource of information with regard to the general subject, Hispanics and the military. A handbook for the NLS is available from the Center for Human Resource Research, Ohio State University, 5701 North High Street, Worthington, Ohio 43085.

Christian, Jane M., and Christian, Chester C. "Spanish Language and Culture in the Southwest." In <u>Language Loyalty in the United States</u>, pp. 280-317. Edited by Joshua A. Fishman. New York: Arno Press, 1978.

> The authors present a general and rather theoretical discussion of the interplay of Hispanic and Anglo cultures and languages,

noting major themes of the Hispanic culture and suggesting that Anglification means the loss of many of the native orientations.

Chandler, Charles R.   "Value Orientations Among Mexicans in a Southwestern City." Sociology and Social Research 58 (1974):262-271.

Based on a survey of 300 Mexican Americans from an urban setting, this study supports the proposition that younger Mexican Americans, those with more education, and those who have attained relatively high occupational positions do possess "modern" value orientations. These value orientations are defined as the belief that one can actively control one's fate, planning for the future brings rewards, and family ties should not hamper one's individual career, all of which typify the Anglo philosophy. Mexican Americans generally did not hold to such values to the degree of Anglos.

Clark, Margaret, Kaufman, Sharon, and Pierce, Robert C.   "Explorations of Acculturation: Toward a Model of Ethnic Identity." Human Organization 35 (No. 3, 1976):231-238.

Only indirectly relevant, this notes how the number of generations can be an indicator of acculturation.

Cooney, Rosemary S.   "Intercity Variations in Puerto Rican Female Participation." Journal of Human Resources 14 (No. 2, 1979):222-235.

The author documents and discusses the fact that of the eight major ethnic/racial groups in the United States, female labor force participation has declined between 1950 and 1970 only for the Puerto Ricans. There is wide city-by-city variation, however, depending upon market conditions.

Cooney, Rosemary S.   "Changing Labor Force Participation of Mexican American Wives: A Comparison with Anglos and Blacks." Social Science Quarterly 56 (No. 1, 1975):252-261.

This analysis looks at whether ethnic differences in labor participation rates between Mexican Americans and Anglos or between Mexican Americans and blacks in the Southwest in 1960 and 1970 can be accounted for by differences in socioeconomic factors. Two important factors for both Mexican American and black women were education and presence of preschool children.

For Anglo women, the important factors were presence of pre-school children and husband's income. Interestingly, Mexican American wives with either a college education or with pre-school children had higher ˜ates of labor force participation than did comparable Anglo groups. This kind of information suggests important changes have occurred within the Mexican American family in the last decade.

Cooney, Rosemary, S., and Ortiz, Vilma. "Nativity, National Origin, and Hispanic Female Participation in the Labor Force." Social Science Quarterly 64 (No. 3, 1983):510-523.

> Based on the 1976 Survey of Income and Education, this contributes to information on labor market participation patterns of native- and foreign-born Hispanic populations. Subgroups are discussed individually.

Crozier, Michel. The Bureaucratic Phenomenon. Chicago: University of Chicago Press, 1964.

> Indirectly relevant. this includes discussion of minority incentives for participation in organizations.

Davis, Cary, Haub, Carl, and Willette, JoAnne. "U.S. Hispanics: Changing the Face of America." Population Bulletin 38 (No. 3, 1983).

> This 50-page bulletin from the Population Reference Bureau presents a concise demographic profile of the American Hispanic population. It treats subgroup differences as well.

Dale, Charles, and Gilroy, Curtis. "Determinants of Enlistments: A Microeconomic Time-Series View." Armed Forces and Society 10 (No. 2, 1984):192-210.

> The authors look specifically at the effects of unemployment and pay rates on Army enlistments.

Dale, Charles, and Gilroy, Curtis. "The Effects of the Business Cycle on the Size and Composition of the U.S. Army." Atlantic Economic Journal 11 (No. 1, 1983):42-53.

    In this indirectly relevant article, the authors seek to quan-
    tify the effects of the business cycle and other factors on
    enlistments of non-prior service high school graduates.

Deskins, Donald R. Minority Recruitment Data: An Analysis of Bacca-laureate Degree Production in the United States. New Jersey: Rowman and Allanheld, 1983.

    Relevant to documenting the educational achievement of His-
    panics, this presents a record (including disciplinary strati-
    fication and location) of minority educational achievement at
    the college level. Blacks, Asians, and Native Americans are
    the other minority groups represented in this data source.

Diaz-Guerro, R. Psychology of the Mexican Culture and Personality. Austin: University of Texas Press, 1975.

    One of the classic references on Mexicans and Mexican Ameri-
    cans, this includes essays covering mental health, cultural
    values, and ideas about working.

Doering, Zahava, D., and Hutzler, William P. A Description of Officers and Enlisted Personnel in the U.S. Armed Forces: A Reference for Mili-tary Manpower Analysis. R-2851-MRAL. Santa Monica, California: Rand Corporation, March 1982.

    This 672-page report presents a massive body of demographic,
    economic, behavioral, and attitudinal information about
    officers and enlisted personnel in the Armed Forces based on:
    (1) the 1979 Department of Defense Survey of Personnel Entering
    Military Service (including 30,000 enlistees); (2) the 1978-
    1979 Department of Defense Survey of Officers and Enlisted Per-
    sonnel (including 54,000 men and women on active duty in the
    four Services); and (3) the 1979 Reserve Force Studies Survey
    (of over 30,000 reservists in the Army Reserve and Army
    National Guard). Although ethnic identifiers were used in the
    surveys, most tables presented do not treat tabulations of
    questionnaire responses by ethnicity. Hispanics are treated as

a group in pay grade distributions and in a chapter presenting useful information concerning relations among ethnic and racial groups in the Armed Forces.

Duran, Richard P. <u>Hispanics' Education and Background</u>. New York: College Entrance Examination Board, 1983.

Duran's work draws together much of the existing survey data and research relevant to understanding the current educational status of Hispanics. Issues surrounding the relationship of demographic characteristics to educational attainment are treated in this basic reference.

Dworkin, Anthony G. "Stereotypes and Self-Images Held by Native-Born and Foreign-Born Mexican Americans." <u>Sociology and Social Research</u> 49 (No. 2): 214-224.

The survey results from 280 native- and foreign-born Mexican American students and community residents found that the native-born had more negative attitudes about Anglos than did the foreign-born subjects; some possible reasons for this difference are discussed.

Dyer, Stanford P., and Knighten, Merrell A. "Discrimination After Death: Lyndon Johnson and Felix Longoria." <u>Southern Studies</u> 17 (No. 4, 1978):411-426.

This article describes discrimination against Mexican Americans and the beginning of the GI Forum.

Eitelberg, Mark J. <u>Subpopulation Differences in Performance on Tests of Mental Ability: Historical Review and Annotated Bibliography</u>. Technical Memorandum 81-3. Washington, D.C.: Office of the Secretary of Defense, 1981.

This is a useful 50-page overview of issues concerning the test performance of persons in different population categories. The areas covered include sex, age, race, social class, ethnicity, and "other" (education, geographical location, and physical characteristics). Particular attention is given to testing

carried out by the American military. The annotated bibliography is selective and arranged by subject; it includes important or pivotal works in each area.

Eitelberg, Mark J., Richards, John A, and Rosenblatt, Richard D. The Post-Vietnam Era Veterans' Educational Assistance Program: Participation During the First Year. RE-ED-78-12. Alexandria, Virginia: Human Resources Research Organization, 1978.

> This is part of a semiannual report on participation in the new Post-Vietnam Veterans' Educational Assistance Program (VEAP), covering the first full year of the program's operation (1977). The report includes several selected studies of VEAP minority participation, with racial/ethnic groups being white/non-Spanish, white/Spanish, black, and "other." Another report in this series, entitled Survey of Participants and Inactive/Former Participants in the Post-Vietnam Era Veterans' Educational Assistance Program: Results and Conclusions, provides information on the background, methodology, and results of a survey conducted in early 1980.

Eitelberg, Mark J., with Lathrop, Mary Ellen, and Laurence, Janice H. Manpower for Military Occupations. Monterey, California: Naval Post-graduate School, forthcoming.

> This monograph extends work undertaken in Screening for Service (Eitelberg et al., 1984). First, the history of the military work force is examined through data from the Civil War to present. A brief history of standards used for selection and assignment of new recruits is then presented, along with a description of the criteria used by the Military Services for assigning individuals to occupational training. The monagraph then examines the effects of standards on (a) the basic enlistment eligibility and (b) the military job eligibility of persons in different population groups--focusing on racial/ethnic groups (white, black, and Hispanic) and the sexes. Finally, the author evaluates the effects of selection and classification standards on the actual participation of women and minorities, including detailed information on the period of the enlistment test misnorming (1976-80). A technical appendix is also presented that contains the expected "rate" at which American youths (18-23 years old) would probably qualify for every occupation in each of the four Military Services--by racial/ethnic group and sex--based on education and aptitude standards used during fiscal 1984.

Eitelberg, Mark J.; Laurence, Janice H.; Waters, Brian K.; with Perelman, Linda S. Screening for Service. FR-PRD-83-24. Alexandria, Virginia: Human Resources Research Organization, September 1984.

Written for a general audience, this monograph analyzes results from the Profile of American Youth study, in which the Armed Services Vocational Aptitude Battery was given to a nationally representative sample of approximately 12,000 young men and women participating in the National Longitudinal Survey (NLS) of Youth Labor Force Behavior. The authors discussed the historical background of entry standards used by the military, focusing mainly on education and aptitude criteria. The monograph presents enlistment "eligibility rates" and historical participation rates for whites, blacks, and Hispanics, and explores the implications of testing on the present and future enlistment of minorities in the military. A chronology of aptitude standards appears in the appendix. Hispanics are treated as a group although in some cases females are separated from males.

Enloe, Cynthia H. Ethnic Soldiers, State Security in Divided Societies. Athens: University of Georgia Press, 1980.

Although Hispanics in the American military are not discussed, this reference is releveant to the subject in that it presents a general discussion of the role minorities play in police and military organizations. Cross cultural and historical examples are employed to show patterns of how central governments politically exploit minorities in the interests of national security.

Ericksen, Charles A. "Uprising in the Barrios." In Mexican-Americans in the United States: A Reader, pp. 289-294. Edited by John H. Burma. New York: Schenkman, 1970.

This provides background information on the political development of Mexican Americans; it notes the close relationship between educational development and political activism.

Estrada, Leobardo F. "The Importance of Demographic Data for Information Providers: An Illustration of the Latino Population." Unpublished Paper. Graduate School of Architecture and Urban Planning, University of California, Los Angeles, n.d.

> Estrada outlines the unique demographic features of the American Hispanic population (mainly that it is large, youthful and growing), and stresses the importance of policy planning to meet the Hispanic population's impact on society.

Evans, John S. and James, Dilmmus D. "Conditions of Employment and Income Distribution in Mexico as Incentives for Mexican Migration to the United States: Prospects to the End of the Century." International Migration Review 13 (No. 1, 1979):4-24.

> This discussion of demographic and economic conditions in Mexico, and incentives existing in the United States, supports the argument that there is no reason to believe that the flow of undocumented migrants from Mexico will diminish in the near future.

Fagen, Richard D., et al. Cubans in Exile, Disaffection and the Revolution. Stanford: Stanford University Press, 1968.

> This provides a detailed profile of Cubans who came to the United States between 1959 and 1962.

Faircloth, Faith. "Hispanic Soldiers: Proud to be Us." Soldiers 38 (No. 9, 1983):28-31.

> The author interviews several Hispanics in the Army to find they are positive and pragmatic.

Faris, John H. "Economic and Noneconomic Factors of Personnel Recruitment and Retention in the AVF." Armed Forces and Society 10 (No. 2):251-275.

> Related to the subject of this bibliography only in an indirect sense, this discusses various motivations for joining the military, such as family tradition, educational opportunities, and national spirit, some of which may be particularly important in considering minority participation in the military.

Feagin, Joe R. "Indirect Institutionalized Discrimination, A Typological and Policy Analysis." American Politics Quarterly 5 (No. 2, 1977):177-200.

This general discussion outlines forms of discrimination an organization may exhibit. For that reason, it gives insight into how the military may discriminate against minorities and others who may not have accepted qualifications.

Felice, Lawrence G. "Mexican American Self-Concept and Educational Achievement: The Effects of Ethnic Isolation and Socioeconomic Deprivation." Social Science Quarterly 53 (No. 4, 1973):716-726.

This study evaluates the relative importance of family background, school socioeconomic climate and school racial-ethnic composition to Mexican American self-concept and educational achievement. Data comes from a larger, 3-year study of students in Waco, Texas. For Mexican Americans, self-concept and the racial-ethnic composition of the school were consistently the largest influence on academic achievement and dropout rates. Positive self-concept encouraged high achievement test scores; negative self-concept was associated with dropping out. Racially and ethnically segregated school climates raised barriers to the academic achievement of Mexican Americans, while promoting dropout behavior.

Fernandez-Marina, Ramon. "The Puerto Rican Syndrome: Its Dynamics and Cultural Determinants." Psychiatry 24 (No. 1, 1961):79-82.

This is a general discussion of what has been diagnosed as an anxiety or conversion reaction among Puerto Ricans in the Armed Forces.

Fitzpatrick, Joseph P. Puerto Rican Americans, The Meaning of Migration to the Mainland. New Jersey: Prentice-Hall, 1971.

The author calls this book an "interpretative essay" which focuses on the impact of immigration on the cultural identity of New York Puerto Ricans. In this effort, he draws together much information relating to the structure of the Puerto Rican community, themes supported within Puerto Rican families, the school experience, and mental health, all of which is very useful in developing a basic understanding of the mainland Puerto Rican population. Information from this book particularly concerning Puerto Rican families is printed as a

chapter in Ethnic Families in America, Patterns and Variations, edited by C. Mindel and R. Habenstein (New York: Elsevier, 1976) on pages 192-217.

Fleming, Lizanne.   Parental Influence on the Educational and Career Decisions of Hispanic Youth. Report. Washington, D.C.: National Council of La Raza, 1982.

This report is based on data from the High School and Beyond Longitudinal Study of some 158,250 high school seniors and sophomores in 1980 (6,700 of whom were Hispanic). Hispanics generally were found to rank below blacks and far below whites with regard to their aspiration and expectations in work and schooling. Among Hispanic subgroups, Puerto Ricans ranked the lowest, followed by Mexican Americans. Cubans had the best self-image and the greatest amount of confidence in their ability. They also had the highest socio-economic status of the Hispanic groups. Family status seemed linked to this in that less educated parents tended to have children with lower education expectations; highly educated Hispanic parents had higher expectations for their children's education and career plans than did less educated parents. Hispanic mothers in particular were found to have greater influence on their children than black or white mothers.

Flyer, Eli S. First Term Attrition Among Enlisted Personnel Grouped by Racial/Ethnic Background.   Monterey, CA: BDM Corporation, 1984.

This report describes the results of analyses investigating the relationships between attrition and membership in various racial/ethnic groups, based on a sample population of over two million male and female recruits enlisting during the period FY 1973-1979. Attrition rates were determined for this population in respect to Service, race, ethnic group, educational level, AFQT, and sex. Among the findings were that Hispanic male recruits experienced lower attrition than white or black enlistees. Among female recruits, black women were least likely to attrite, followed by Hispanic women.

Ford Foundation. <u>Not Working: Unskilled Youth and Displaced Adults</u>.
Working Paper. New York: Ford Foundation, 1983.

This 64-page overview of current and future trends explores the
causes and consequences of unemployment; Hispanics are
mentioned in comparisons with blacks.

Frankel, Martin R. and McWilliams, Harold A. <u>The Profile of American
Youth</u>. Chicago: National Opinion Research Center, University of Chicago,
March, 1981.

This is a technical description of the Profile of American
Youth sample base (derived from the National Longitudinal
Survey of 1979). Because it includes an oversampling of His-
panic, black and poor white youth, as well as a sample of 17-21
year olds in the military, it is an extremely important source
of information on the behavior of these groups. For an analy-
sis of results, see U.S. Department of Defense, 1982.

Fredland, J. Eric and Little, Roger D. "Educational Levels, Aspirations
and Expectations of Military and Civilian Males, Ages 18-22." <u>Armed
Forces and Society</u> 10 (No. 2, 1984):211-228.

The information for this article comes from the author's data
base noted in the following annotation. In the article, they
treat educational levels, aspirations, and expectations of
blacks, whites and Hispanic youth cohorts. Particularly inter-
esting are the white-miniority differences which emerge, such
as whites in the military having lower educational attainment
than their civilian counterparts but blacks and Hispanics in
the military having higher levels of educational attainment
than their civilian counterparts.

Fredland, J. Eric and Little, Roger D. <u>Socioeconomic Characteristics of
the All Volunteer Force: Evidence from the National Longitudinal Survey,
1979</u>. Annapolis, Maryland: Economics Department, U.S. Naval Academy,
1982.

Based on the 1979 National Longitudinal Survey of Labor Force
Behavior, Youth Cohort, the authors compare whites, blacks, and
Hispanics in socioeconomic characteristics, attitude toward the
military, and educational attainment. Although Hispanic sub-

group differences are not treated, differences between foreign- and native-born Hispanics are noted. This reference also considers the effects of vocational training on earnings, difficulties in locating jobs, and job satisfaction but does not address these issues with regard to Hispanics separately.

Gandara, Patricia. "Chicano Scholars: Against All Odds." Paper presented at the Annual Meeting of the Society for the Advancement of Chicanos and Native Americans in Science, Albuquerque, New Mexico, November 20-22. Distributed by the Rand Corporation, Santa Monica, California, 1980.

Gandara presents a succinct discussion of the background characteristics of high educational achieving Mexican Americans. Important positive influences included parents' regard for hard work, the mother's family role, the school environment, and the nature of the community from which the subject came. This 8-page paper is based on information from 45 interviews.

Garcia, F. Chris. "Orientations of Mexican American and Anglo Children Toward the U.S. Political Community." Social Science Quarterly 53 (No. 4, 1973):814-829.

The data upon which this article is based came from a survey conducted in schools with 50 percent or more Spanish-surnamed students in two geographical areas in California; a total of 1,254 schoolchildren participated. Cognition of verbal symbols of the United States was found to come later for the Mexican American, however the Mexican American youngster demonstrated a high degree of affect towards the national community. Yet, as their perceptions of the United States became sharper and based on more experience, disillusionment and rejection of the United States was likely to occur.

Garcia, F. Chris and Garza, R. O. de la. The Chicano Political Experience, Three Perspectives. North Scituate, Massachusetts: Duxbury Press, 1977.

Indirectly relevant, this is an analysis of Hispanic political behavior.

Garcia, John A. "Political Integration of Mexican Immigrants: Explorations into the Naturalization Process." International Migration Review 15 (No. 4, 1981):608-625.

> This article discusses influences and consequences of the significant degree of non-naturalization of Mexicans. It includes information from the 1979 Chicano Survey, one of the first attempts to conduct a probability sample on a national basis on individuals of Mexican origin. One point brought out which may influence Mexican incentives for obtaining citizenship is that one of the primary reasons for immigration has been for work; Mexicans in this country are primarily workers and secondly potential citizens.

Garcia, John A. "Yo Soy Mexicano...: Self-Identity and Sociodemographic Correlates." Social Science Quarterly 62 (No. 1, 1981):88-98.

> Based upon a secondary analysis of the Survey of Income and Education (1976), this article explores sociodemographic trait differentiation of individuals identifying themselves as Mexican American, Chicano, Mexican, Mexicano, or "Other Spanish."

Garcia, John A. and Avalos, Manuel. Hispanic Youth in the Labor Market: Explorations into the Job Search Process. Research Report. Washington, D.C.: National Council of La Raza, n.d.

> Using the data base from the 1979 National Longitudinal Survey, this is one of the few examinations of Hispanic youth in the labor market and their job search methods.

Garcia, Philip. Joblessness Among Hispanic Youth: 1973-1981. Report. Washington, D.C.: National Council of La Raza, 1982.

> Based on both the 1970 census and 1976 Survey of Income and Education, this study finds that the earnings among Mexican immigrants continued to be retarded by restricted wage opportunities. Because even native-born Mexican Americans appeared to have more in common with the more marginally employed adult immigrants and therefore were be more likely to encounter unemployment, downturns in the economy may have offset gains in socioeconomic status.

Garcia, Philip. "Trends in the Relative Income Position of Mexican-Origin Workers in the U.S.: The Early Seventies." Sociology and Social Research 66 (No. 4, 1982):467-483.

Based on both the 1970 census and the 1976 Survey of Income and Education, this study finds that the earnings among Mexican immigrants continued to be retarded by wage opportunities. Because native-born Mexican Americans appear to have more in common with the more marginally employed adult immigrants and therefore are more likely to encounter unemployment, downturns in the economy may offset gains they may make in socioeconomic status.

Garcia-Cabrera, Angelita. "The Hispanic Veteran of the Armed Services and in the Veterans Administration." Ph.D. dissertation, Brandeis University, 1978. (Available from University Microfilms International.)

One of the very few studies of Hispanic veterans, this is based on a questionnaire examination of a group of 373 subjects with regard to their usage of and attitudes toward veteran services, as well as to their general background characteristics. Mexican Americans and Puerto Ricans are treated separately; the sample component of Cubans was too small to allow conclusions about Cuban veterans. Generally Hispanic veterans did not avail themselves of veteran services to which they were entitled because of cultural, language and accessibility barriers. Unlike Anglos, Hispanics tended to rely on a very strong family support system that helped them emotionally and otherwise when they were in trouble. Of the major treatment services provided to veterans (general medical and surgical, chemotherapy, individual psychotherapy, groups psychotherapy, social work therapy, educational, occupational and corrective therapies), medical and surgical treatment was the most often used by Hispanics, suggesting to the author that Hispanics tend to psychosomatize their illnesses more than do Anglos. Much other information is provided by this 250-page work.

Garza, Raymond T. and Ames, Russell E. "A Comparison of Chicanos and Anglos on Locus of Control." In Chicanos, Social and Psychological Perspectives, pp. 133-135. Edited by C. Hernandez, M. Haug and N. Wagner. Saint Louis: C. V. Mosby Co., 1976.

Based on test results of a sample of 204 freshmen and sophomore students (Including 88 Anglos, 86 Mexican Americans, 9 blacks, and 21 individuals from other ethnic groups), this study found Mexican Americans to be significantly less external than Anglos. The authors explain this difference in terms of cultural values held by Hispanics which are family-centered.

Other results are discussed are related to Anglo stereotypes of Mexican Americans.

Gaspar, Jeffrey Casey. "The Hispanic and the U.S. Economy." In The State of Hispanic America, pp. 1-15. Produced by the National Center for Advanced Studies and Policy Analysis. Oakland: Babel, 1981.

This 15-page examination of the economic role of Hispanics in U.S. work force draws together information from the census and other sources. Hispanic subgroups are treated.

Gecas, Viktor. "Self-Conceptions of Migrant and Settled Mexican Americans." In Chicanos, Social and Psychological Perspectives, pp. 140-151. Edited by C. Hernandez, M. Haug and N. Wagner. Saint Louis: C.V. Mosby Co., 1976. (First published in Social Science Quarterly 54 (No. 3, 1973):579-595.

Based on interview results from a sample of members within 85 Hispanic families in the Yakima Valley of Washington State, this study reached the general conclusion that migrants had a more positive and favorable view of themselves than did settled Mexican Americans; migrants appeared to be more firmly rooted in structural sources of identity (family, religion, work, ethnicity) than settled counterparts, possibly reflecting psychological consequences of acculturation.

Giesecke, G. Lee. The Use of Spanish Surnames as a Means of Identifying Latinos in the United States and Puerto Rico. Technical Report No. HumRRO-PP-22-74. Alexandria, Virginia: Human Resources Research Organization, 1974.

Based on questionnaire responses of a sample of 5,019 former servicemen, this paper discusses attendant problems with the use of Spanish surnames as a way to identify persons living in the U.S. with Latin-American birth or ancestry.

Ginter, James L. and Goral, John R. Minority Market Study. Washington, D.C.: Department of Defense, Office of the Assistant Secretary of Defense (Manpower and Reserve Affairs), October 1976.

This study of minority male youth enlistment seeks to gauge the propensity of black and Hispanic youth to enlist and their attitudes, awareness and perceptions of military service. The

study is based on a national sample of 1019 black and 434 Hispanic 16-21 year-old males who had no military experience and were not enrolled in four-year college, and a second survey of 390 black college students at 10 predominantly black and 10 predominantly white colleges which offered ROTC. Although in most of the report, minority subjects are pooled together, one section compares responses of blacks, Puerto Ricans and Chicanos.

Glazer, Nathan and Moynihan, Daniel P. Beyond the Melting Pot, the Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City. Cambridge, Massachusetts: M.I.T. Press, 1970.

This reference is included because it is now a classic study of minority integration into American society; it includes a chapter describing the historical background and the then current social position of New York City Puerto Ricans.

Gonzalez, Alex. "Sex Roles of the Traditional Mexican Family, A Comparison of Chicano and Anglo Students' Attitudes." Journal of Cross-Cultural Psychology 13 (No. 3, 1982):330-339.

This study questions the validity of applying traditional Mexican family sex roles to Mexican Americans in that a certain amount of culture change is likely to have taken place. About 450 undergraduate students from California State University were interviewed. The subjects included groups of male and female Chicanos and Anglos. Significant differences were found between ethnic groups and sex groups; the traditional view of Mexican family sex roles was not supported.

Gosnell, Paul W. Cultural Adaptation of Second Language Soldiers. Preliminary Report. Fort Monroe, Virginia: Training Developments Institute, 1981.

Based on a collection of more than 200 interviews with second language soldiers (primarily from Puerto Rico) undergoing basic and advanced individual training, drill sergeants, first sergeants, military instructors, medical personnel, and others, this study seeks to point out cultural adaptation problems of second language soldiers during initial entry training. The report's format consists primarily of interview texts, making it a unique published record of, among other things, discrimination against Hispanics. The following themes were drawn from these interviews: (1) because these soldiers are placed in MOS's based on the ASVAB which is given in English, soldiers

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who are less proficient in English are placed in non-technical MOS's and in combat arms, (2) although the average Puerto Rican enlistee is better educated, motivated and disciplined than enlistees in general, many are not able to overcome linguistic and cultural barriers and leave the Army at or before the expiration of their first term of service; the ones that can overcome these barriers make "excellent career soldiers," (3) lack of English proficiency is the primary problem for these soldiers, (4) there are widespread incidences of cultural misunderstanding between these soldiers and Anglos.

Gould, Sam. An Analysis of Career Patterns and Problems Among Mexican-American College Graduates. Report PB-299 875. Washington, D.C.: U.S. Department of Commerce, through the National Technical Information Service, 1979.

This study looks at the career experiences of 111 Mexican American college graduates (in San Antonio, Texas) and defines variables positively associated with those who are considered to be upwardly mobile. In addition, the study notes organizational characteristics the upwardly mobile minority member should look for in looking at career alternatives.

Grace, William J. "Ataque." New York Medicine (January, 1959):12-13.

The author, a medical doctor who served in a Puerto Rican hospital, describes the symptoms of a mental reaction which has been reported among Puerto Ricans living in both Puerto Rico and New York City. He suggests that the reaction has been differently diagnosed, however, among the two sub-populations.

Gray, Lois S. Institutional Barriers to the Employment and Economic Mobility of Puerto Ricans in New York City. Report PB-299 849. Washington, D.C.: U.S. Department of Commerce, through the National Technical Information Service, 1979.

Based on a complete review of relevant literature and a series of interviews with Puerto Rican job seekers, union officials, public officials, and others, this informative work seeks to distinguish problems of Puerto Ricans finding employment. The text is 70 pages long.

Grebler, Leo; Moore, Joan W.; and Guzman, Ralph C. The Mexican-American
People. New York: Free Press, 1970.

Designed by the Mexican-American Study Project at the
University of California, Los Angeles, this 1963-1968 study
represents one of the most comprehensive evaluations of Mexican
American carried out to date. Chapters detail historical back-
ground information, existing socioeconomic conditions and Mexi-
can American participation in general society, religion, and
politics. The work is almost 800 pages long and, although may
be out of date in some respects, includes a wealth of valuable
insights concerning this ethnic group.

Griggs, Anthony. "Minorities in the Armed Forces." Race Relations
Reporter 7 (July, 1973):9-14.

In this exposition of the military's prejudicial treatment of
minorities, the author includes several paragraphs about the
high rate at which Puerto Ricans, both from Puerto Rico and the
mainland, were inducted during the Vietnam War.

Guhleman, Patricia and Tienda, Marta. A Socioeconomic Profile of
Hispanic-American Female Workers: Perspectives on Labor Force Participa-
tion and Earnings. Working Paper 81-7. Madison, Wisconsin: Center for
Demography and Ecology, 1981.

This 50-page report usefully draws together information from
the 1976 Survey of Income and Education; Hispanic subgroups are
discussed separately.

Gutierrez, Armando and Hirsch, Herbert. "The Militant Challenge to the
American Ethos: 'Chicanos' and 'Mexican Americans'." In Chicanos,
Social and Psychological Perspectives, pp. 26-37. Edited by C.
Hernandez, M. Haug and N. Wagner. Saint Louis: C. V. Mosby Co., 1976.

Based on a questionnaire given to 786 students in grades 7
through 11 in Crystal City, Texas, (86 percent of whom were
Mexican American), this study attempts to distinguish the poli-
tical awareness and personal aspirations of students who
classed themselves as Chicanos, compared with those who classed
themselves as Mexican Americans. Some differences were found.
For example, students who identified themselves as Chicanos
were more likely to disagree with the classic conceptualization
of the U.S.'s justice system, that a person is innocent until

proven guilty. Chicanos were more likely to have a cynical (or more realistic) view of life in Anglo society.

Guzman, Ralph C. The Political Socialization of the Mexican American People. New York: Arno Press, 1976.

    Useful as a background source, this includes chapters on patterns of leadership among Mexican Americans and on generational differences in responses to leadership.

Guzman, Ralph C. "Mexican American Casualties in Vietnam." In Three Perspectives on Ethnicity, pp. 282-288. Edited by C. Cortes, et al. New York: Putnam, 1976.

    This is a unique reference in that such information is difficult to obtain.

Hanson, Earl P. Transformation, The Story of Modern Puerto Rico. New York: Simon and Schuster, 1955.

    Somewhat useful as a historical reference, this notes reasons for migration to the mainland. It also notes in passing that there was discrimination against Puerto Rican Army units.

Harrington, Floyd. "Hispanic American Speak Up." Soldiers 30 (No. 9, 1975):23-27.

    This brief article reports a round-table discussion among five Hispanic soldiers about their reasons for joining the Army and about some of their experiences in the military. If much more detailed information of this type were given, it would be very useful.

Harris, William W. Puerto Rico's Fighting 65th U.S. Infantry. San Rafael, California: Presidio Press, 1980.

    Although this is useful as a historical chronicle of activities, it lacks details of interpersonal relations among members of the unit and between members of the unit and other units which would give valuable insight into the military experience

of Hispanics. Harris was assigned to Puerto Rico as the com-
mander of the 65th, which, he says, was what "the Pentagon
brass referred to as a 'rum and Coca Cola' outfit."

Hayes-Bautista, David E. "On Comparing Studies of Different Raza Popu-
lations." American Journal of Public Health 73 (No. 3, 1983):274-276.

Short but useful, this reference provides guidelines for
defining Hispanic subpopulations.

Heller, Celia S. "Class as an Explanation of Ethnic Differences in
Mobility Aspirations." In Mexican-Americans in the United States: A
Reader, pp. 357-362. Edited by John H. Burma. New York: Schenkman,
1970.

Useful to the understanding of the social context in which His-
panics find themselves, this reference notes that although
aspirations for social mobility and status exist, all immigrant
populations concentrate at the bottom of the socioeconomic lad-
der. Mobility begins with the second generation. The question
of whether Mexican cultural traits such as family obligation
and manliness are condusive to mobility in industrialized
societies is addressed.

Heller, Celia S. Mexican American Youth, Forgotten Youth at the Cross-
roads. New York: Random House, 1966.

This is an early attempt to examine mobility among Mexican
American youth. It is based on interviews and fieldwork
carried out primarily in Los Angeles, 1960 census data, and a
variety of other sources; information on Hispanics at that time
was very limited. Chapters cover their school experience,
delinquency, and ambitions, particularly with regard to work;
views about the military do not occur.

Hernandez, Alfred J. "Civil Service and the Mexican American." In Mexican-Americans in the United States: A Reader, pp. 171-179. Edited by John H. Burma. New York: Schenkman, 1970.

This surveys the number of Hispanics employed by various agencies within the federal government. At the time the article was written, the Department of Defense was noted as the only agency that had a special program for Spanish-surnamed Americans as well as job placement centers dedicated to the placement of Hispanics in jobs with government contractors.

Hernandez, Jose; Estrada, Leo; and Alvirez, David. "Census Data and the Problem of Conceptually Defining the Mexican American Population." Social Science Quarterly 53 (No. 4, 1973):671-687.

This provides a very useful evaluation of the (1950, 1960, and 1970) census methods of distinguishing this subgroup from the rest of the population. Problems in the enumeration of the population are indicated by the estimate that from 3 to 50 percent of the Mexican Americans was not counted.

Higgs, Robert. "Race, Skills, and Earnings: American Immigrants in 1909." Journal of Economic History 31 (No. 2, 1971):420-428.

This interesting historical study is indirectly relevant in its finding that each new immigrant group coming to the United States came in at the bottom of the economic ladder partly because later groups were less literate than those having arrived before. This is something to keep in mind in considering Hispanic socioeconomic achievement and English proficiency.

Hill, Walter H. and Fox, William M. "Black and White Marine Squad Leaders' Perceptions of Racially Mixed Squads." Academy of Management Journal 16 (No. 4, 1973):680-686.

One of the few studies of this type, this presents questionnaire data which indicate the way black and white supervisors feel and act toward their black, Puerto Rican, and white subordinates. Out of 138 squad members, only 16 were Puerto Rican. However, some differences were detected in the way white supervisors treated minority group members; white leaders seemed to single out their Puerto Rican squad members for proportionately heavier doses of praise than their white subordinates. This occurred with blacks as well.

"Hispanic Culture in Today's Navy." All Hands (September, 1978):4-7.

   This briefly describes how several Hispanics like serving in
   the Navy.

Hispanic Policy Development Project. The Hispanic Almanac. Washington,
D.C.: Hispanic Policy Development Project, 1984.

   This 164-page report provides one of the most useful collec-
   tions of data about Hispanics in the United States.   It
   includes basic demographic information on Hispanics as a group,
   as well as on the Hispanic subgroups.   It also includes His-
   panic demographic profiles of the 20 largest Hispanic markets,
   including information on socioeconomic status, population size
   and growth, age-sex distributions, income, educational status,
   and other material drawn primarily from the 1980 census.

Hispanic Policy Development Project.   "Make Something Happen," Hispanics
and Urban School Reform, Volumes I and II.   Washington, D.C.: Hispanic
Policy Development Project.

   This is a report by the National Commission on Secondary
   Schooling for Hispanics, which was created by the Hispanic
   Policy Development project. It attempts to define reasons why
   so many inner-city public high schools are not more successful
   in educating Hispanics.   The Commission included 16 members,
   drawn from different professions and backgrounds, who held
   meetings in New York, Miami, Los Angeles, Chicago, and San
   Antonio with students, parents, teachers, administrators, and
   others.   The report presents insights from these interviews as
   well as evaluations of existing research and programs dealing
   with Hispanic education.

Hispanic Policy Development Project.   Moving Into the Political Main-
stream, Vol. 1.   Washington, D.C.: Hispanic Policy Development Project,
1984.

   This 25-page report presents survey interview/questionnaire
   results from 448 Hispanic elected or appointed officials
   (including a member of the U.S. Congress, state legislators,
   city council members, school board offices, and others) who
   were asked various questions regarding the current and future
   status of Hispanics in American society.

Hispanic Policy Development Project. Moving Up to Better Education and Better Jobs, Vol. II. Washington, D.C.: Hispanic Policy Development Project, 1984.

This gives further results of the survey noted in the previous annotation.

"Hispanics Make Their Move." U.S. News and World Report (August 24, 1981):60-64.

Representative of the developing interest in the Hispanic population, this article provides a demographic profile.

Hu,, Chi-Chiu and Triandis, Harry C. Locus of Control, Religiosity, Theistic Externality, and Occult Beliefs Among Mainstream and Hispanic Navy Recruits. Technical Report No. ONR-12. Champaign, Illinois: Department of Psychology, University of Illinois, 1982.

Based on a sample of 161 Navy recruits (about half of whom were Hispanics from three areas of the country), this 7-page report compares religious orientation, beliefs in the occult and supernatural, and locus of control of the Hispanics with the mainstream group.

Ingraham, Larry H. The Boys in the Barracks, Observations on American Military Life. Philadelphia: Institute for the Study of Human Issues, 1984.

This account is not directly related to the subject of this bibliography, but is included because its useful ethnographic description of Army life at the enlisted level presents a context in which to consider the nature of Hispanic interaction within unit groups.

Jacobs, James B. and Hayes, Leslie A. "Aliens in the U.S. Armed Forces, a Historico-Legal Analysis." Armed Forces and Society 7 (No. 2, 1981):187-208.

One of the few references on this subject, this article presents historical material, showing that the U.S. military has been a relatively open institution with respect to immigrants and has contributed to their assimilation into American society. The article concludes with comments about the potential numbers of aliens who could serve in the Armed Forces and

the idea that citizenship earned through military service (which does not now exist) may be more politically acceptable than a blanket amnesty program.

Jaffe, A. J.; Cullen, Ruth M.; and Boswell, Thomas D. The Changing Demography of Spanish Americans. New York: Academic Press, 1980.

This 426-page book is said to be the most intensive analysis of a body of census data ever published. Chapters cover general demographic characteristics, labor force participation patterns, educational statistics, fertility rates, economic standing and other information drawn from the 1970 census for the following Hispanic subgroups: Hispanos, Mexican Americans, Puerto Ricans, Cubans, and Central/South Americans.

Janowitz, Morris. "Military Institutions and Citizenship in Western Societies." Armed Forces and Society 2 (No. 2, 1976):185-204.

This indirectly relates to the subject of Hispanics and the military in connection with the question of whether or not the military serves as a supportive institution for the development of nationalism, whether it be for citizens or aliens.

Janowitz, Morris. The Professional Soldier. New York: Free Press, 1960.

This is a comprehensive study of military leadership which illuminates the context in which Hispanic behavior in the military may be better understood.

Janowitz, Morris and Moskos, Charles C. "Five Years of the All-Volunteer Force: 1973-1978." Armed Forces and Society 5 (No. 2, 1979):171-218.

Aside from presenting a useful overview of issues and trends of the AVF, this evaluation includes passing comments regarding the change in the social/ethnic composition of the military to include more blacks and Hispanics. Thus, the qualification and backgrounds of entering recruits are different from those of

the traditional mainstream recruit. This, according to the authors, has broad implications in general personnel performance.

Janowitz, Morris and Moskos, Charles C. "Racial Composition in the All-Volunteer Force." Armed Forces and Society 1 (No. 1, 1974):109-123.

Although this paper focuses on the policy implications of black overrepresentation in the military, some of the discussion applies to minority representation in general as well. For example, one point made is that the military is especially attractive to minorities deprived of social advantage for the education and skill training it offers. From the military's viewpoint, the cost of this additional training by enlisting a larger minority component may be questioned.

Jennings, James. Puerto Rican Politics in New York City. Washington, D.C.: University Press of America, 1977.

This is a detailed analysis of historical and current Puerto Rican political participation. Reasons for the lack of development of Puerto Rican political organizations are explored.

Johnson, Roberta Ann. "The Newyorican Comes Home to Puerto Rico: Description and Consequences." In Return Migration and Remittances: Developing a Caribbean Perspective, pp. 129-156. Edited by W. F. Stinner, K. de Albuquerque and R. S. Bryce-Laporte. RIIES Occasional Paper No. 3. Washington, D.C.: Smithsonian Institution, 1982.

Johnson presents a useful review of historical and current demographic characteristics of migrant Puerto Ricans.

Juarez and Associates, Inc. A Survey of Mexican American Workers in Two Selected Urban Areas in the Southwest. Executive Summary to the Final Report. Los Angeles, California: Juarez and Associates, Inc., 1980.

This is one of the few studies of the job search methods used by adult (33-35 year old) Mexican Americans. The study is based on 817 in-person interviews with subjects in Orange County (California) and Harris County (Texas). The subjects'

primary job search handicaps were lack of English proficiency, lack of labor market information, and low level of schooling.

Justin, Neal. "Culture Conflict and Mexican-American Achievement." In Education of the Spanish-Speaking Urban Child, pp. 269-274. Edited by E. J. Ogletree. Springfield, Illinois: Charles C. Thomas, 1975.

This brief argument suggests that various forms of culture conflict may be a greater barrier to the acculturation, assimilation, and achievement of Mexican Americans than is language.

Keefe, Susan E. "Acculturation and the Extended Family Among Urban Mexican Americans." In Acculturation, Theory, Models and Some New Findings, pp. 85-110. Edited by A. M. Padilla. Boulder, Colorado: Westview Press, 1980.

Based on survey responses of Mexican Americans in Santa Paula, Santa Barbara, and Oxnard, California, between 1975 and 1977, this research finds that the extended features of the Mexican American family do not decline in size or strength along with acculturation.

Kerr, Louise A. N. de. "Chicano Settlements in Chicago: A Brief History." Journal of Ethnic Studies 2 (No. 4, 1975):22-32.

Information in this article contributes background insight to the question of whether being in the military makes a difference in the socioeconomic mobility in later life of minorities by noting that the core leadership of Mexican American Chicago settlements were composed of veterans.

Kim, Choongsoo. The All-Volunteer Force: 1979 NLS Studies of Enlistment, Intentions to Serve, and Intentions to Reenlist. Worthington, Ohio: Center for Human Resource Research, Ohio State University, 1982.

Both this and the following report are based on data from a youth cohort, aged 14 to 21, from the 1979 National Longitudinal Surveys of Labor Force Experience. The magnitude of the sample, along with the fact that the 1979 survey included oversampling of black, Hispanic, and poor youth (in approximately equal numbers of men and women), a sample of 1,300

persons of the same age group who were serving in the Armed Forces, and a military component to the questionnaire, this 150-page report is a preliminary analysis of data to indicate to the Department of Defense the potential directions further research of the information may lead. Among other things, this report compares the social and educational background and the quality of employment and job satisfaction of civilian and military counterparts. The report also examines the reenlistment intentions and post-service status of persons who have left the military. In most cases, Hispanics are compared with black and white groups; Hispanic subgroups are not differentiated.

Kim, Choongsoo, et al. The All-Volunteer Force: An Analysis of Youth Participation, Attrition, and Reenlistment. Columbus, Ohio: Center for Human Resource Research, Ohio State University, 1980.

Using the same data base as described above, this 130-page report also treats Hispanics as a group.

Kincaid, J. Peter, et al. Field Test of the Verbal Skills Curriculum. Technical Report No. 128. Orlando, Florida: Training and Evaluation Group Department of the Navy, 1982.

Kincaid's report evaluates a verbal skills improvement program given to 45 Navy recruits who were deficient in English skills prior to regular recruit training. Most of the subjects were natives of Puerto Rico. One result was that the attrition rate was significantly lower for the recruits participating in the program than for a control group. The report also includes an economic analysis of operating the program.

Knight, George P., et al. "Acculturation of Second- and Third-Generation Mexican American Children." Journal of Cross-Cultural Psychology 9 (No. 1, 1978):87-97.

This article is based on testing of 144 Anglo and Mexican American fourth, fifth, and sixth grade children from a "traditional" Mexican American community. From second to third generation, the Mexican American children were found to become increasingly like Anglos with respect to field independence,

reading achievement and math achievement; opposite trends were obtained with respect to self-esteem; locus of control did not seem to change with generation.

Knowlton, Clark S. "The Neglected Chapters in Mexican-American History." In Mexican-Americans Tomorrow, pp. 19-59. Edited by G. Tyler. Albuquerque: University of New Mexico Press, 1975.

This reference is inlcuded as a background source in that it notes how serving in World War I and II helped Mexican Americans gain entry into mainstream American society.

La Luz. "Special Hispanic Roots Edition." La Luz 7 (No. 9, 1978).

Among a series of articles covering Hispanic history and sub-group profiles, this issue includes a section on Hispanics in the Armed Forces. The history of Hispanic participation is recounted. Short biographies of Hispanics who served more recently are also presented along with other notes about Hispanics in the military.

Lamare, James W. "The Political Integration of Mexican American Children: A Generational Analysis." International Migration Review 16 (No. 1, 1982):169-188.

This 1978 study was based on responses from 700 Mexican American youth, 9 through 14 years old, residing in El Paso, Texas. The subjects were clustered into generational cohorts and presented questions to gauge their acceptance of prevailing political orientations in the U.S. Examples of these questions were, if they thought "... the U.S. is the best country in the world," and, if they were "glad to be living in the U.S." Among the findings were that all the subjects showed only a limited commitment to the American political community; on a self identification question none of the cohorts preferred the label "American" over identification tags more reflective of their national origin; and only weak relationships were found between economic class and generation and between matriculation in school and political assimilation. In addition, third generation subjects showed a decline in political assimilation

compared with first and third generation subjects. The assimilation pattern suggested by this last finding has been replicated in other studies of Mexican American integration into American society.

Langness, L. L. "Hysterical Psychosis: The Cross-Cultural Evidence." American Journal of Psychiatry, 124 (No. 2, 1967):143-152.

Langness builds a case for the cross-curltural classification of this anxiety reaction which is precipitated by stress. Among the cases describes are those reported by Army doctors in Puerto Rican units.

Laosa, Luis M. "Cognitive Styles and Learning Strategies Research." Journal of Teacher Education 28 (No. 3, 1977):26-30.

This is useful as a background reference, as it presents an overview of concepts and research which attempts to distinguish learning style differences between Mexican American and Anglo children.

Laosa, Luis M. "Bilingualism in Three United States Hispanic Groups: Contextual Use of Language by Children and Adults in Their Families." Journal of Educational Psychology 67 (No. 5, 1975):617-627.

The groups included Central Texas Mexican Americans, Miami Cubans, and New York Puerto Ricans. Considerable variation between children and adults and among the Hispanic subgroups was found. The Puerto Ricans showed the greatest degree of maintenance of the mother language. In contrast, the Mexican Americans showed the greatest degree of language shift. Greatest variation between adult and child occurred with Mexican Americans and Cubans.

Leavitt, Ruby R. The Puerto Ricans, Culture Change and Language Deviance. Viking Fund Publications in Anthropology, No. 51. Tucson: University of Arizona Press, 1974.

This is very useful as a background reference in that it presents a comprehensive picture of New York Puerto Ricans.

Levine, Barry B. "The Puerto Rican Circuit and the Success of Return Migrations." In Return Migration and Remittances: Developing a Caribbean Perspective, pp. 157-181. Edited by W. F. Stinner, K. de Albuquerque and R. S. Bryce-Laporte. RIIES Occasional Paper No. 3. Washington, D.C.: Research Institute on Immigration and Ethnic Studies, Smithsonian Institution, 1982.

> Primarily based on published references, this presents an overview of the themes of Puerto Rican migration to and from the mainland. The author notes how the Puerto Rican National Guard, which became a component of the Army during World War II, was an important source of employment and support for Puerto Ricans, and introduced on a large scale training in nontraditional urban skills.

Levy, Mark R. and Kramer, M. S. The Ethnic Factor, How America's Minorities Decide Elections. New York: Simon and Schuster, 1972.

> Useful as a secondary reference, this includes discussion of Chicano and Puerto Rican political participation.

Lewis, Oscar. Five Families, Mexican Case Studies in the Culture of Poverty. New York: John Wiley and Sons, Inc., 1962.

> Useful for the understanding of Hispanic cultural backgound, the work of Lewis is noted in this bibliography; this anthropologist conducted a number of what have become classic ethnographic studies of Mexican American, Mexicans, and Puerto Ricans. Five Families is representative of the style of his monographs. Through detailing the daily lives of focal characters, he presents portraits of a cross section of families in Mexico. La Vida, A Puerto Rican Family in the Culture of Poverty - San Jual and New York, and The Children of Sanchez, Autobiography of a Mexican Family are two other works of this type.

Lisansky, Judith. Interpersonal Relations Among Hispanics in the United States: A Content Analysis of the Social Science Literature. Technical Report No. 3. Champaign, Illinois: Department of Psychology, University of Illinois, 1981.

> Almost 300 pages long, this is a comprehensive review of 1960-1980 social science literature dealing generally with the effects of Hispanic culture on their social behavior and specifically with the effects on interpersonal relations. This vast amount of information is organized around a series of

relevant dimensions defined by Dr. Harry Triandis, who has conducted extensive research for the Navy on Hispanic recruits. These dimensions fall into the areas of patterns of thought (ideologism vs. pragmatism, associative vs. abstractive), values (mastery-subjugation to nature, time orientation, doing/being activity orientation, individualism vs. collectivism, uncertainty avoidance, masculinity vs. femininity), behavior patterns, social organization (self concept, identification, ingroup-outgroup definitions), and social differentiation (power distance, sex, age, family, language, religion, race, casts, nationality), relations among Hispanics. Importantly, the studies included are evaluated in terms of the experience of their authors, the methodology used in research, and the time period in which the study was done. In addition, the literature is divided according to the Hispanic subgroup it treats.

Lopez, Alfredo. The Puerto Rican Papers, Notes on the Re-Emergence of a Nation. New York: Bobbs-Merrill, 1973.

Written in an informal and blunt manner, the author's insights into New York Puerto Rican employment patterns, livelihood, attitudes toward education, linguistic integration, and political behavior make this a valuable background reference work.

Lopreato, Sally C. and Poston, Dudley L. "Differences in Earnings and Earnings Ability Between Black Veterans and Non-Veterans in the United States." Social Science Quarterly 57 (1977):750-766.

This does not treat Hispanics but does raise relevant questions about the positive influence of the military as a bridging occupation for minorities. The study uses a sample from the 1970 U.S. census and found that service had a positive effect on later earnings of blacks. This is usually not the case with whites who served.

Machado, Manuel A. Listen Chicano! An Informal History of the Mexican-American. Chicago: Nelson Hall, 1978.

Useful background information and insights occur in this book. A chapter on the 1940-1950 period notes that the promise of American citizenship prompted many Mexican nationals to join the Armed Forces. In addition, President Manuel Avila Camacho of Mexico urged Mexican citizens in the United States to join the American military in order to stave off European dictatorship. Lack of job deferments for Mexican American draft-age

youth and the view that the military could be a step toward
upward social mobility attracted other Hispanics to military
service.

McDonagh, Edward C. "Status Levels of Mexicans." Sociology and Social
Research 33 (No. 6, 1949):449-459.

Among other historical information, this describes Mexican
American labor shifts during World War II.

McKay, Emily G. Hispanic Political Empowerment. Report. Washington,
D.C.: National Council of La Raza, 1984.

This is a 2-page overview of Hispanic political participation
at the national and state level.

McKay, Emily G. Hispanic Statistics Summary. Report. Washington, D.C.:
National Council of La Raza, 1982.

This presents 12 pages of demographic description pulled from a
number of sources, full references for which are given.

McKay, Emily G. and Yzaguirre, Raul. Recent Hispanic Polls: A Summary
of Results. Washington, D.C.: Hispanic Policy Development Project, 1984.

This 12-page report summarizes the major Hispanic surveys and
defines important issues as seen by the participants: lack of
Hispanic educational achievement, high rates of Hispanic unem-
ployment, lack of Hispanic voting participation, and U.S.
immigration policy.

Mackey, William F. and Beebe, Von N. Bilingual Schools for a Bicultural
Community, Miami's Adaptation to the Cuban Refugees. Rowley, Massa-
chusetts: Newbury House Publishers, 1977.

This is the primary account of Cuban interest and participation
in Miami public schools, particularly beginning in the late
1950's and early 1960's. The initial waves of Cuban immigrants
during this period established a tone of development for this
ethnic group unlike that of other Hispanic immigrant groups in

that many of the immigrants were businessmen or professionals, or had other experience which gave them an advantage in adapting to life in the United States.

McWilliams, Carey. North From Mexico. New York: Greenwood Press, 1968.

This contains general background information on Mexican Americans, including some notes on their labor market participation during World War II.

Madrigal, Sergio X. The School-to-Work Transition, The Experience of Hispanic and Non-Hispanic Youth. Report. Washington, D.C.: National Council of La Raza, 1982.

Based on the 1979 National Longitudinal Survey of Youth Labor Market Experience, this is one of the few detailed studies that examines the Hispanic school-to-work transition. Two groups of Hispanic youth were analyzed: one included youth out of school at the time of the survey (January - May, 1979); the other group were Hispanic youth out of school for a least one year and therefore assumed to have ended formal schooling and to have permanently entered the job market. Differences in the labor market experience of these youth are compared with that of black and white 14- to 22-year-old youth cohorts.

Madsen, William. Mexican-Americans of South Texas. New York: Holt, Riehart and Winston, 1964.

This is a basic anthropological description of a Mexican American community; Hispanic views toward the military not mentioned.

Manaster, Guy J. and King, Mark B. "Mexican-American Group Cohesiveness and Academic Achievement." In Education of the Spanish-Speaking Urban Child, pp. 275-279. Edited by E. J. Ogletree. Springfield, Illinois: Charles C. Thomas, 1975.

Based on data collected in public schools of a medium-sized southwestern U.S. city at two grade levels (7th and 10th), this study tests the hypothesis that Mexican American students' cliquishness is related to their minority status and that this may be tested in schools by comparing variance in achievement (GPA). The schools studied were arranged on the basis of

whether Mexican Americans represented a majority, minority, or a half of the student body. Even if the hypothesis was not completely confirmed, the following trends were noted: (1) middle-class Mexican American students did not seem to stick together, as expressed by their GPA, when they were a minority (2) working-class Mexican American students, when a minority in a school, showed more cliquishness and smaller population variance on GPA, (3) when the Mexican Americans represented a majority, their GPA variance seemed larger.

Marin, Gerardo. "Stereotyping Hispanics: The Differential Effect of Research Method, Label, and Degree of Contact." International Journal of Intercultural Relations 8 (No. 1, 1984):17-27.

Using information from a survey given to 100 Anglo college students in Los Angeles, the author establishes stereotype components for the following groups: Hispanics, Puerto Ricans, Americans, Mexican Americans, and Chicanos. A unique feature of the survey was that the subjects did not select traits from a list but were allowed to freely generate their thoughts.

Marin, G.; Betancourt, H.; and Triandis, H. C. Perceived Acceptability of Acculturative Behaviors by Hispanic and Mainstream Navy Recruiters. Technical Report ONR-17. Champaign, Illinois: Department of Psychology, University of Illinois, 1982.

Based on a sample of 75 Hispanic and 83 mainstream Navy recruits, this study defined the perceptions that Hispanic and Anglo respondents had of immigrants keeping or losing their native language and various cultural customs. Generally both groups showed a preference for biculturalism on the part of the immigrant; Hispanics were somewhat more accepting of the immigrant using only his or her native language. This report is 8 pages long.

Marin, G., et al. Ethnic Affirmation Versus Social Desirability as a Determinant of Discrepancies in the Responses of Hispanic Bilinguals to Spanish and English Versions of a Questionnaire. Technical Report No. ONR-18. Champaign, Illinois: Department of Pyschology, University of Illinois, 1982.

This study tests for response differences when bilinguals answered two similar questionnaires concerning cultural values.

Answers were given in Spanish on one questionnaire and there-
fore were assumed to represent the native's perspective. The
other questionnaire was answered in English. Closeness of the
two responses for each question was then judged; evidence was
found that the answers given in English were not the same as
those given in Spanish.

Market Facts, Inc. Youth Attitude Tracking Study, Fall 1982. Arlington,
Virginia: Market Facts, Inc., yearly from 1976.

This is a yearly report of a study initiated in the Fall of
1975 to track the self-reported attitudes, perceptions, and
preferences of 16 to 21 year olds with respect to future ser-
vice in the military. The data base includes between 4 and 6
thousand subjects; Hispanics are represented approximately in
the proportion as they exist in the general population and are
treated as a group in the instances where they are mentioned in
the analyses. For example, in the 1983 analysis, blacks and
Hispanics were found to comprise a larger proportion of the
positive propensity group (to enlist) than they did of the
negative propensity groups.

Martindale, Melanie and Poston, Dudley L. "Variations in Veteran/Non-
veteran Earnings Patterns Among World War II, Korea, and Vietnam War
Cohorts." Armed Forces and Society 5 (No. 2, 1979):219-243.

Taking the perspective that the military is a bridging occupa-
tion, this study uses 1970 census data and, among other things,
looks at earnings of a cohort of Mexican American veterans and
non-veterans. The results provide support for the hypothesis
that military service may have a positive influence on later
civilian earnings of Mexican Americans.

Massey, Douglas S. "Hispanic Residential Segregation: A Comparison of
Mexicans, Cubans, and Puerto Ricans." Sociology and Social Research 65
(No. 3, 1981):311-322.

One conclusion reached by this analysis of 1970 census data
from eight U.S. urban areas, is that Hispanic segregation from
whites is no greater than that of other recently arrived ethnic

groups during and directly after the period of their rapid immigration. Based on what has happened in the past, Hispanic segregation will decline with time. Subgroup variations are noted.

Mattison, Euguene G. and Northrup, Herbert R. Minority Upgrading and Mobility in the Navy and Marine Corps. Technical Report No. 3, Miscellaneous Series No. 20. Philadelphia, Pennsylvania: Industrial Research Unit, The Wharton School, University of Pennsylvania, 1975.

This is a general discussion of recruitment policy and practices of the Navy in the all-volunteer environment, especially with regard to their impact on minorities. Blacks are the focus, although Hispanics and other minorities are mentioned in passing.

Meier, Matt S. and Rivera, F. The Chicanos, A History of Mexican Americans. New York: Hill and Wang, 1972.

This includes general notes on Mexican American participation in World War II and on the development of political organizations.

Mendoza-Friedman, Minerva. "Spanish Bilingual Students and Intelligence Testing." In Education of the Spanish-Speaking Urban Child, pp. 280-288. Edited by E. J. Ogletree. Springfield, Illinois: Charles C. Thomas, 1975.

This review article outlines the arguments against use of standardized tests for Chicano and other minority students.

Mendoza, Richard H. and Martinez, Joe L. "The Measurement of Acculturation." In Explorations in Chicano Psychology, pp. 71-82. Edited by Augustine Baron. New York: Praeger, 1981.

The authors construct a multidemensional model for acculturation using data on Mexican Americans.

"Minority Recruitment at Indian Head." All Hands (No. 744, 1979):42-45.

This article describes how a Navy station recruiter both increased Hispanic representation at his station and gained

needed manpower by recruiting directly from Puerto Rico. His
effort was particularly successful because the recruiter con-
tinued supporting the recruited Hispanics as they integrated
into their new work environment.

Mirande, Alfredo. "The Chicano Family: A Reanalysis of Conflicting
Views." Journal of Marriage and Family 39 (1977):747-756.

The reanalysis concludes, among other things, that the Chicanos
place strong emphasis on familism; that although the father is
accorded much deference and respect, the mother has great
informal influence; and that the family is basically nuclear
and not extended. The author points out that part of the
strength and persistence of the Chicano family to maintain its
ethnicity results from its historical context of helping to
counter the encroachment of colonialism by Anglos; the family
is not necessarily a hinderance to ideals surrounding urbaniza-
tion, industrialization, and acculturation.

Mittelback, Frank G. and Moore, Joan W. "Ethnic Endogamy - The Case of
Mexican Americans." In Mexican-Americans in the United States: A
Reader, pp. 235-248. Edited by John H. Burma. New York: Schenkman, 1970

Based on an analysis of 7,492 Hispanic marriage licenses issued
in Los Angeles County during 1963, this study looks at Mexican
American exogamy as an indicator of ethnicity maintenance.
Rates of out-group marriage were generally higher than expected
with the general rate being similar to those of Italian and
Polish ethnic populations in Buffalo, New York, a generation
ago. The rates also increased by generation. The general
implication is that, given the decline of historical social
barriers, Mexican Americans will assimilate into mainstream
culture as have other minority groups.

Montenegro, Marilyn. Chicanos and Mexican-Americans: Ethnic Self-
Identification and Attitudinal Differences. San Francisco: R. and E.
Research Associates, 1976.

This survey, done in 1971 in a Los Angeles high school, is
interesting because four questions about the military were
included. These questions had to do with whether or not the
subject saw military service favorably. Those who considered

themselves to be Chicanos were more negative about the military and did not plan to enter at the same rate as those who considered themselves to be Mexican American.

Montez, Philip. _Some Differences in Factors Related to Educational Achievement of Two Mexican-American Groups_. San Francisco: R. and E. Research Associates, 1960.

This study determined attitudes of Mexican Americans who attended college and compared this to similar data for Mexican Americans who did not attend college. Some of the findings were that the influence of the Mexican cultural background persisted for both groups but more so for the non-college group; more individuality and freedom was shown by members of the college group in community affiliations; and the college group was comparatively more aggressive in pursuing goals.

Montoya, Alfredo C. "Hispanic Workforce: Growth and Inequality." _La Luz_ 8 (No. 3, 1979):18-20.

The author presents a useful summary of the workforce characteristics with note of subgroup differences.

Morales, Mauro and Garza, F. _Hispanic Concerns with the Immigration and Naturalization Service_. Report. Washington, D.C.: National Council of La Raza, 1982.

This reference is useful for background information on the history and current status of relations between the INS and the American Hispanic community.

Morales, William R. _The Mexican American: A Study of Ethnic Minority Anonymity in the Air Force_. Maxwell Air Force Base, Alabama: Air Command and Staff College, 1975.

Morales' work is one of the few (non-survey) studies of Hispanics in the military and probably the only one presenting case studies of Hispanics in the Air Force as they face various kinds of discrimination. He argues for further study of the nature of hispanic participation in the military.

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Morin, Raul. _Among the Valiant, Mexican-Americans in WW II and Korea._ Alhambra, California: Borden Publishing Co., 1966.

> In a sense this is one of the primary works on Hispanics in the military in that it is the first major documentation of positive contributions of Hispanics to the Armed Forces. It is written in a popular style with the hope of bringing to the attention of the general American public the heroic deeds of Hispanics. In contrast, William Morales' book, noted in the previous annotation, presents what probably is a more realistic perspective of the role relegated to most Hispanics in the military.

Moskos, Charles C. _The American Enlisted Man._ New York: Russell Sage Foundation, 1970.

> This classic book is listed here as a background information reference; it describes in detail the social and peer group environment existing in the military. It is essential to have this kind of information in order to understand the military social context in which Hispanics participate.

Muller, Thomas. _The Fourth Wave, California's Newest Immigrants, A Summary._ Washington, D.C.: Urban Institute Press, 1984.

> Muller's summary, and the book upon which it is based, is a demographic portrait of the recent Mexican immigrants.

Muratti, Jose A. _History of the 65th. Infantry 1899-1946._ San Juan: (mimeo with no publisher given; received from the U.S. Army Military History Institute, Carlisle Barracks, Pennsylvania), 1946.

> This is primarily a documentation of the activities of this unit; it gives little insight into the quality life and military experience of this Puerto Rican unit.

Murillo, Nathan. "The Mexican American Family." In Chicanos, Social and Psychological Perspectives, pp. 15-25. Edited by C. Hernandez, M. Haug and N. Wagner. Saint Louis: C. V. Mosby Co., 1976.

Murillo discusses the degree to which characteristics attributed to Mexican American families actually apply.

National Assessment of Educational Progress. Performance of Hispanic Students in Two National Assessments of Reading. Report No. SY-HR-50. Denver, Colorado: Education Commission of the States, 1982.

The data for this 14-page report comes from 1974-75 and 1979-80 reading performance assessments conducted by the National Assessment of Educational Progress. Although Hispanic students made some significant gains during the period, their reading performance remains below the national level, below the average for whites, but above the black average. By age groups, improvement for Hispanics at age 9 greatly exceeded the national average; at age 9, 13, and 17, Hispanics in modal grades (the grade in which the majority of students at a particular age are found) did better than Hispanics in general; Hispanics in all age groups did better than blacks in corresponding age groups.

National Center for Education Statistics. "Hispanic Students in American High Schools: Background Characteristics and Achievement." NCES Bulletin (July 1982).

This 9-page bulletin gives a summary of findings from a major study, Hispanic Students in American High School: Background Characteristics and Achievement (listed under F. Nielsen and M. Fernandez) by NCES. These findings included the tendency of Hispanic students to have lower educational aspirations than blacks or non-Hispanic whites; Hispanic students also have lower average scores on math, reading and vocabulary tests and non-Hispanic whites; among Hispanic subgroups, great variation is found in both academic achievement and background characteristics.

National Center for Health Statistics, S. J. Ventura. "Births of His-panic Parentage, 1981." Monthly Vital Statistics Report 33 (No. 8, Supp. DHHS Pub. No. (PHS) 85-1120, December 1984). Hyattsville, Maryland: Public Health Service.

> This 15-page report presents relevant highlights of this census analysis, covering correlations with marriage patterns, family structure, prenatal care, and educational attainment.

National Center for Health Statistics, F. M. Trevino and A. J. Moss. "Health Indicators for Hispanic, Black, and White Americans." Vital and Health Statistics. Series 10, No. 148. DHHS Pub. No. (PHS) 84-1576. Washington, D.C.: Government Printing Office, September 1984.

> A complete health status profile of Hispanics and Hispanic sub-groups is presented in this 88-page analysis of 1978, 1979, and 1980 National Health Interview Survey data.

National Council of La Raza. Socioeconomic-Demographic Highlights of Hispanic Americans. Washington, D.C.: National Council of La Raza, n.d.

> Drawn primarily from 1980 census data, the information is pre-sented in 20 tables.

National Council of La Raza. Perspectives on Undocumented Workers; Black and Hispanic Viewpoints. Report. Washington, D.C.: National Council of La Raza, 1980.

> Much of the information in this 38-page paper comes from inter-views with leaders of national black and Hispanic organizations as well as from published material. Although this reference is tangential to understanding Hispanics in the military, the views expressed are interesting in that they reflect the inter-play of political interests of the two competing minorities which to some degree forms a basis for race relations between individuals within the groups.

Newman, Morris J. "A Profile of Hispanics in the U.S. Work Force." La Luz 8 (No. 2, 1979:38-47.

> Originally published in the Monthly Labor Review (December, 1978), this is a concise summary of the Hispanic labor force characteristics. Subgroup differences are noted.

Nielsen, F. and Fernandez, R. M. Hispanic Students in American High Schools: Background Characteristics and Achievement. Washington, D.C.: National Center for Education Statistics, 1981.

> This is a basic reference on the educational status of His-panics. The data and analysis is based on the 1980 National Center for Education Statistics study, High School and Beyond, and covers demographic characteristics, language use, and academic achievement of Hispanic subgroups.

Nordlie, Peter G.; Thomas, J. A.; and Sevilla, E. R. Measuring Changes in Institutional Racial Discrimination in the Army. Technical Paper 270. Arlington, Virginia: U.S. Army Research Institute for the Behavioral and Social Sciences, 1975.

> Although this does not directly treat Hispanics, this analysis may be useful for the model it develops to measure discrimina-tion, based on a comparison of actual and expected numbers of blacks in certain situations or having certain characteristics.

Northrup, Herbert R.; Di Antonio, Steven M.; Brinker, John A.; and Daniel, Dale F. Black and Other Minority Participation in the All-Volunteer Navy and Marine Corps. Philadelphia, Pennsylvania: Industrial Research Unit, The Wharton School, University of Pennsylvania, 1979.

> This is one of the earlier important works that examines the nature of minority participation in these services as well as service response to affirmative action and equal opportunity mandates. While the emphasis is primarily on blacks, many issues raised are relevant to the consideration of Hispanics in the military. Chapters cover recruiting policy and practices, occupational structure, advancement processes, and other aspects of the Navy and Marine Corps as they affect minority participation.

Ogletree, Earl J. "Success - With a Spanish Accent." In Education of the Spanish-Speaking Urban Child, pp. 437-444. Edited by E. J. Ogletree. Springfield, Illinois: Charles C. Thomas, 1975.

> This article portrays the success with which Cubans have adapted to life in the United States.

Ogletree, Earl J. and Mandujana, Jerry. "Mexican American Children." Migration Today 7 (No. 4, 1979):13-14.

> This short report first discusses the issue of whether certain cognitive or learning styles may be incompatible with the teaching methodology used in public schools, then gives the results of a study of 32 Mexican American 1st and 2nd graders in a Chicago public school. Being Mexican American and being younger/less experienced were associated with field dependence, indicating that attention should be given to cognitive style differences of children from non-mainstream culture backgrounds.

Ogletree, Earl J., ed. Education of the Spanish-Speaking Urban Child. Springfield, Illinois: Charles C. Thomas, 1975.

> The collection of articles in this book provides useful background information and discussion of the important issues concerning Hispanics in schooling. Some of the particularly relevant articles are noted separately in this bibliography.

Ortiz, Vilma and Gurak, Douglas T. School-to-Work Transition: A Comparative Analysis of Hispanic and White Youth. Final Report. Washington, D.C.: National Council of La Raza, 1982.

> This is one of a small body of studies in this area. It is based on information from the Youth Cohort of the National Longitudinal Surveys of Labor Market Experiences (1979), and considers how variables of family of origin characteristics, high school experiences, and family attitudes and events influence the educational experience (dropping out of high school, not pursuing college studies following high school graduation, and dropping out of college), and labor market behavior.

Orum, Lori S. Career Information and Hispanic High School Students.
Report. Washington, D.C.: National Council of La Raza, 1982.

The information contained in this summary (24-page) report was
derived from a re-analysis of data collected in the Survey of
Career Information System in Secondary Schools, conducted by
the Educational Testing Service in 1980 for the National Insti-
tute of Education and the National Occupational Information
Coordinating Committee. The report attempts to characterize
(1) how career delivery programs in schools with high Hispanic
populations vary from those in schools in general, and (2) how
Hispanic students respond to career information sources dif-
ferently than do students in general. Conclusions reached
were, (1) Hispanic students tended to use school counselors and
parents less as sources of information than did other students,
but were more likely to turn to teachers, friends, and outside-
school resources, (2) Hispanic students could not rely on
counselors alone to provide adequate career information and
education; there were too few Hispanic and/or bilingual coun-
selors and other counselors who have received adequate training
to deal with culturally different youth; and counselors tended
to pursue rather passive strategies, waiting for youth to seek
them out for information, which Hispanic youth did infre-
quently.

Orum, Lori S. The Educational Status of Hispanic American Children.
Report. Washington, D.C.: National Council of La Raza, 1982.

Pulling information together from a variety of statistical
sources, this 21-page report provides an educational status
report on Hispanics through tables and some text.

Oxley, Diana and Barrera, Manuel. The Effect of School and Peer Group
Size on Chicano's Risk of Dropping Out of High School. Paper. Washing-
ton, D.C.: National Council of La Raza, n.d.

This 25-page report explores the question of why Chicanos drop
out of high schools in such high numbers. It looks at how the
high school environment (school size and peer group size) con-
tributes to the problem. Using a subset of students who
responded to the 1980 High School and Beyond Survey, this study
found that particularly for Chicanos, small school size was
positively related to attitudes and behaviors which predisposed

students for dropping out of school. Other results were less conclusive but the importance of school environment ς an influence in student attrition was stressed as an area for more research.

Oxford-Carpenter, Rebecca; Harman, J.; and Redish, J. English-as-a-Second-Language Programs in the Army. Research Report 1354. Alexandria, Virginia: U.S. Army Research Institute for the Behavioral and Social Sciences, 1983.

This evaluates three Army English programs (a 3-week, 3-month, and 6-month) whose students primarily consisted of Puerto Ricans with high school diplomas but with particularly weak skills in speaking English. Although the programs differed, all three produced gains in English proficiency. The programs also were found to have a positive influence on attrition, particularly of the lower-scoring students.

Oxford-Carpenter, Rebecca; Pol, L.; and Gendell, M. Demographic Projections to the Year 2000 of Limited English Proficient Hispanic Accessions in the U.S. Army. Research Report 1349. Alexandria, Virginia: U.S. Army Research Institute for the Behavioral and Social Sciences, 1983.

This important source underscores the necessity of planning for an increased Hispanic component of military manpower through the end of this century by presenting projections which show substantial growth in the number of Hispanics, especially Puerto Ricans, entering the military. The report itself is 15 pages long; much additional information is presented in the appendix.

Palmer, Annette. "The Politics of Race and War: Black American Soldiers in the Caribbean Theater During the Second World War." Military Affairs 47 (No. 2, 1983):59-62.

Among the interesting historical information, this documents how, because the Caribbean theater was quiet, it was considered a good location for troops whose fighting ability was questioned on racial grounds, particularly blacks and Puerto Ricans.

Penalosa, Fernando. "The Changing Mexican-American in Southern Califor-
nia." In Mexican-Americans in the United States: A Reader, pp. 41-51.
Edited by John H. Burma. New York: Schenkman, 1970.

> This general discussion of post World War II Mexican American
> history notes how this ethnic group became more politically
> active after the war.

Portes, Alejandro and Bach, Robert L. "Immigrant Earnings: Cuban and
Mexican Immigrants in the United States." International Migration Review
14 (No. 3, 1980):315-341.

> This study examines determinants of earnings among two groups
> of recent immigrants (Cubans and Mexicans). Subjects were
> interviewed at the time of entry into the United States, and
> three years later. The results tended to support the idea that
> the structural characteristics of the market were somewhat more
> important in determining earnings of immigrants than were back-
> ground characteristics which immigrants brought with them or
> the education and occupational skills which they acquired in
> the United States.

Poston, Dudley L. and Alvirez, David. "On the Cost of Being a Mexican
American Worker." In Chicanos, Social and Psychological Perspectives,
pp. 99-109. Edited by C. Hernandez, Mr. Haug and N. Wagner. Saint
Louis: C. V. Mosby Co., 1976. (First published in Social Science Quar-
terly ,1973,:697-709).

> Based on data from the 1960 census, this study examines to what
> extent income differences between Mexican Americans and Anglos
> are due to educational and occupational differences, and to
> what extent they are due to minority status.

Proctor, James H. Hispanics in the Army ROTC: Problems with Recruiting
and Commissioning. Master's Thesis, U.S. Army Command and General Staff
College, Fort Leavenworth, Kansas, 1978.

> One of the few studies which actually looks at the nature of
> Hispanic participation in the military, this study determines
> why Hispanic cadets are not being commissioned in the same pro-
> portion as their enrollment in the ROTC. At the time of the
> report, Hispanics comprised 4 percent of the nation's ROTC
> cadets, yet only 1 percent of the Army's officers who received
> their commissions through the ROTC program. Some of the find-
> ings were that the two ROTC programs in Puerto Rico constituted

the majority of the nation's Hispanic cadets; High cadet admission standards were not maintained in Puerto Rico in order to meet high ROTC enrollment objectives; cultural and linguistic problems which affected Hispanic cadets to a lesser degree elsewhere in the United States became exaggerated in Puerto Rico and subsequent high attrition resulted in fewer qualified officers being commissioned, which in turn decreased Hispanic officer production and representation nation-wide. The study is based on a survey of 37 ROTC units whose Hispanic cadets comprised 90 percent of the nation's total, as well as a firm foundation of historical and social contextual information surrounding the ROTC programs.

Profile of American Youth. See U.S. Department of Defense.

Puente, Manuel de la. A Preliminary Analysis of the Occupational Aspirations of Hispanic, Black, and White Youths. Final Report. Washington, D.C.: National Council of La Raza, 1982.

This 80-page report examines the impact that participation in government sponsored employment and training programs had on the occupational aspirations of Hispanic, black and white youth, aged 14 to 21 years old. The data comes from the 1979 National Longitudinal Survey. The review of relevant literature and major issues concerning the subject is useful as is a discussion of basic differences between minority (primarily black and Hispanic) youth labor participation patterns and those of non-minority (white) youth.

Ramirez, Albert and Chavez, Ruth. Family-and-Work-Related Attitudes and Aspirations of Hispanic and Non-hispanic Youth. Paper. Washington, D.C.: National Council of La Raza, 1982. .

Based on information from a national longitudinal study of almost 8,000 youth (21 percent of whom were Hispanic) who were 14 to 22 years of age in 1979, this is one of the few efforts that examines the attitudes and knowledge of Hispanic youth about working, their family orientation, and their occupational aspirations and expectations. The results presented in this 30-page paper included the following points: (1) Hispanic youth had less knowledge of the world of work than did white non-Hispanic youth, (2) Hispanic youth had the same committment and willingness to work as did white non-Hispanics, (3) Hispanic youth had a more traditional view of the female role within the family and expected larger families than did the

white non-Hispanic youth, (4) Hispanic youth had lower educational aspirations and expectations than white non-Hispanic youth, (5) Hispanic and white youth had the same level of occupational aspirations, and (6) Hispanic youth who dropped out of school did so for externally related problems, compared with white non-Hispanic youth, who were more likely to drop out of school for school related problems.

Ramirez, Manuel. "Cognitive Styles and Cultural Democracy in Education." Social Science Quarterly 53 (No. 4, 1973):895-904.

This article argues that there are differences in cognitive styles, and therefore there are differences in the ways that people learn. Because mainstream educational institutions may not be sensitive to such differences certain minorities, such as Mexican Americans, may be placed at an educational disadvantage.

Ramirez, Manuel and Price-Williams, Douglass R. "Achievement Motivation in Children of Three Ethnic Groups in the United States." Journal of Cross-Cultural Psychology 7 (No. 1):49-60.

Based on responses of 180 4th grade children from Catholic parochial schools in Houston, Texas, the reported research looks at achievement motivation of Mexican American, black, and Anglo children. Cultural based motivations for achievement are shown to be important because, when achievement was considered in terms of a family context, Mexican Americans and blacks scored higher than Anglos. Otherwise, Anglo subjects scored highest of the three groups. In earlier research the definition of achievement has been based upon a Western view of psychodynamics, which must skew the results against the favor of non-Anglo groups when applied cross-culturally.

Ramirez, Manuel; Cox, B. G.; and Castaneda, A. The Psychodynamics of Biculturalism. Final Report. Santa Cruz, California: Systems and Evaluations in Education, 1977.

The research reported here attempts refinement and validation of a model that might be used to understand and predict the development of certain bicultural characteristics including social flexibility and cross-cultural understanding. A group of 402 Mexican American college students were used to test the model.

Ramirez, Oscar and Arce, Carlos H. "The Contemporary Chicano Family: An Empirically Based Review." In Explorations in Chicano Psychology, pp. 3-28. Edited by Augustine Baron. New York: Praeger, 1981.

The authors present a concise overview, combining pre-1980 census material and ethnographic research. The newer research suggests (1) the large network of family relations which characterize Chicano families is not necessarily incompatible with social mobility in industrialized society, (2) the family structure is not necessarily being undermined with socialization into mainstream society but remains viable and provides important emotional support, and (3) changes in the traditional view of male dominance, conjugal decision-making, and masculinity indicate that the Chicano family roles are not static but may be quite dynamic.

Ramist, Leonard and Arbeiter, Solomon. Profiles, College-Bound Seniors, 1983. New York: College Entrance Examination Board, 1984.

This publication presents a detailed profile of the ethnic, racial, male, and female populations of 1983 graduating seniors who participated in the Admissions Testing Program of the College Entrance Examination Board. A similar publication profiles 1982 and 1981 seniors. These are very useful reports on Hispanic educational status partly because Mexican Americans and Puerto Ricans are treated separately and compared with American Indian, Asian/Pacific American, black, white, and "other" groups. Complete demographic information is provided along with details of test performance for these groups. The reports for 1982 and 1983 are over 100 pages long.

Raymond, Richard and Sesnowitz, M. A Study of Educational Investment Returns and Labor Market Experiences of Mexican American College Graduates. Kent, Ohio: Kent State University, College of Business Administration, 1981.

Survey responses from over 2400 graduates of Pan American university from 1966 through 1974 were used to generate data to study the extent of ethnic differences in annual earnings rate of return on the educational investment in higher education, fields of study, and various aspects of job search and job satisfaction. Among the findings were that entry level earnings discrimination against Mexican American males was statistically significant although small, but increased over time; that job dissatisfaction tended to be higher for Anglos than for Mexican Americans; and that the rates of return on an
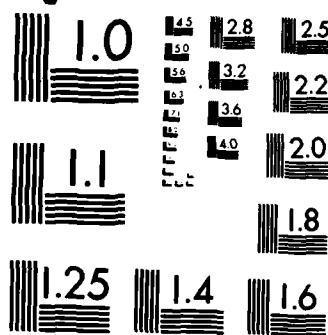
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investment in a bachelor's degree from the university were quite high for all groups other than Anglo male education majors. This report is almost 300 pages long and contains a useful bibliography on the subject.

Recio, Manuel. A Pilot Study to Ascertain the Attitudes of Navy Recruiters and Hispanic Youth Toward the Recruitment of Hispanics in the U.S. Navy. Technical Report MC 1-2. Philadelphia: Merit Center, College of Education, Temple University, 1980.

Based on interviews conducted with 21 Navy recruiters (who were mostly Hispanic) and 30 Hispanic youth (both groups from the major Hispanic population areas and from Puerto Rico), this report briefly explores the recruiting experience from both the perspective of the Hispanic recruit and the recruiter. Among other things, the Hispanic youth were found to prefer Hispanic/bilingual recruiters, while recruiters favored a bilingual recruiter over an Hispanic recruiter. Both groups thought that the image of the Navy in Hispanic communities would be better if recruiters took a more personal and active role in the community.

Reimers, Cordelia W. "Labor Market Discrimination Against Hispanic and Black Men." Review of Economics and Statistics 65 (No. 4, 1983):570-579.

Based on data from the 1976 Survey of Income and Education, this analysis finds that lower Hispanic wage levels may result from the American labor market's discrimination against demographic characteristics such as lack of English proficiency and recency of immigration, rather than from discrimination against Hispanics per se. Subgroup variations are noted.

Reimers, Cordelia W. Sources of the Wage Gap Between Hispanic and Other White Americans. Working Paper No. 139. New Jersey: Industrial Relations Section, Princeton University, 1980.

As the study listed above, this is based on data from the Survey of Income and Education (U.S. Bureau of the Census, 1976) This is a statistical analysis which looks at various sources of wage loss for Hispanic subgroups.

Rincon, Edward T. "Aptitude Testing, Higher Education, and Minority Groups: A Review of the Issues and Research." In Explorations in Chicano Psychology, pp. 85-108. Edited by Augusting Baron. New York: Praeger, 1981.

Relevant as background to the question of fairness of aptitude testing for minorities, this concise treatment of the issue stresses that attention should be given to factors which can potentially influence test performance of minority groups: language, prior course work, short-term instruction, testwiseness, anxiety, and test speededness. Mexican Americans are included in this discussion.

Roberts, Albert; Johnson, L.; and Smith-Waison, M. A Study of the Spanish-Ethnic Soldier: Attitudes, Problems, Needs. Arlington, Virginia: U.S. Army Research Institute for the Behavioral and Social Sciences, 1973.

Based on the Army Experience Survey and an Enlisted Personnel Questionnaire given to 1,000 Spanish-ethnic soldiers and 600 black or white soldiers at four posts in the United States and five communities in Germany, this report is the first major study to obtain data on the Hispanic soldier's self concept, attitudes toward Army personnel, and problems and needs. Hispanics were divided into Puerto Rican or Chicano groups. Both groups were found to have lower self-concept than black or white enlisted men; Puerto Ricans expressed more problems and needs than any group; and, Chicanos and Puerto Ricans expressed more negative attitudes toward Army personel than whites, but more positive attitudes than blacks. Other results are given in 45 pages of text; survey response distributions are given on another 116 pages.

Rodriquez, Armando. The Employment Profile of Hispanics." In The State of Hispanic America, pp. 133-138. Produced by the National Hispanic Center for Advanced Studies and Policy Analysis. Oakland: Babel, 1981.

This general statement is 6 pages in length, including tables. The profile does note Hispanic representation in state, local, and federal government, based on information collected by the Equal Employment Opportunity Commission.

Rojas, Louis A. Hispanics of a San Diego Barrio. Technical Report No. ONR-23. Champaign, Illinois: Department of Psychology, University of Illinois, 1983.

Based on five months of participant observations, this is an anthropological description which constructs a profile of the Hispanic community. Sections of the 50-page ethnography cover resident attitudes toward working and work organizations as well as interactions among particular subjects in a work environment. One objective of the research was to provide a better understanding of the population as a source of Navy recruitment. An example of the kind of conclusion reached through such an analysis was that, because of the quality of interpersonal relationships typically found among these Hispanics, observations of the interactions of Hispanics youth in Anglo work groups suggested that acculturated Hispanics can help unacculturated Hispanics to function effectively in such groups.

Rojas, Louis A. Salient Mainstream and Hispanic Values in a Navy Training Environment: An Anthropological Description. Technical Report No. ONR-22. Champaign, Illinois: Department of Psychology, University of Illinois, 1983.

This study is unique in that it is an anthropological description of Hispanic behavior in a recruit training center in San Diego. The 50-page report arrives at the following kinds of conclusions: (1) Some of Hispanic behavior during training is influenced by their attempt to remain "ethnically anonymous" in order to avoid possible negative stereotypes about them found among mainstream recruits and officers. Therefore Hispanics were anxious in the Anglo environment. (2) Hispanics were less familiar than mainstream recruits with the Navy organization, including what kinds of careers were available, and the link between kinds of training and activities which would move them towards career goals and those which did not. This confusion was amplified by the fact that many of the Hispanics did not qualify for assignment to a technical school and therefore were assigned to one of various apprenticeship schools which often led to more menial categories of jobs in the Navy. (3) Rooted in Hispanic cultural themes, most Hispanics had difficulty in separating the office of commander from the person occupying that office. Unlike mainstream recruits, who were likely to link the commanding officer to the concept of a boss, most Hispanics linked the commanding officer to the concept father.

Criticism therefore was taken personally rather than as a suggestion for better performance. Hispanics were more willing to extend a personal kind of respect to their commanding officers, expecting some approachability toward them and expecting them to return a degree of personalistic respect; Hispanics were often frustrated when this did not occur.

Rojas, Louis A. An Anthropologist Examines the Navy's Recruiting Process. Technical Report No. 4. Champaign, Illinois: Department of Psychology, University of Illinois, 1981.

Full of insight derived from using an anthropological approach, this is a detailed examination of how Hispanics go through the Navy recruiting process. Local variations are noted because the study was carried out at various Hispanic population centers, including San Antonio, Texas; Miami, Florida; Chicao, Illinois; New York, New York; and Albuquerque, New Mexico. Problems for Hispanics in the recruiting process were suspected because only about one in five potential recruits was enlisted. The major barrier was something the Navy could not do anything about initially, inadequate academic preparation. However, this study brings out finer problems. For example, the intense family attachments of Hispanics were seen not as being compatable with Navy life. Another problem was identified in the recruiting process itself, at the point recruits were classified and selected a particular career. The amount of time to make the decision was inadequate, particularly for Hispanics who preferred consulting with family. Also, with the frequent language problem, Hispanics may not obtain an adequate understanding of career options in the Navy. The situation was exacerbated by the recruiter's need to meet quotas and intimidating use of computers. If the decision was made to enter, assuming that the recruit was qualified, the career choice often may be a poor one for the individual, and this may affect both performance and re-enlistment rates.

Rosen, Gerald. "The Chicano Movement and the Politicization of Culture." Ethnicity 1 (1974):279-293.

This is an interesting discussion of both the meaning and political implication of the term "Chicano" and other Mexican American self-identification tags.

Rosenberg, Terry J. Residence, Employment, and Mobility of Puerto Ricans in New York City. Research paper No. 151. Chicago: University of Chicago, Department of Geography, 1974.

> Although this is based on 1960's census material and other early data, this intensive study is useful in that it outlines the major patterns and influences on residence, employment and mobility of New York City Puerto Ricans.

Ross, William, et al. Work Values of Hispanic and Mainstream Navy Recruits. Technical Report No. ONR-8. Champaign, Illinois: Department of Psychology, University of Illinois, 1982.

> This 42-page reports the results of a study using 79 mainstream recruits and 81 Hispanic recruits (including one Cuban, 25 Puerto Ricans, 30 Mexican Americans, and 17 other Spanish-origin subjects) which attempts to find differences in attitudes about work between the two ethnic groups. Although the groups were similar in some aspects, Hispanics were found to be somewhat more ideological and collectivistic than the mainstream group, emphasizing interpersonal cooperation and help in the work situation. Both groups had moderately positive attitudes toward work. The Hispanic group was slightly more positive, however, which may reflect the attempt of Hispanics to make a good impression to a greater extent than mainstream recruits. Also, as with all this series of studies of Hispanic Navy recruits, the Hispanic sample may not be representative of Hispanics in general because the Navy selection process may include only those Hispanics who have acculturated to the degree that they have values similar to the values of mainstream recruits.

Rossman, Joseph E. Private Returns on Investment in Education: An Analysis of Returns to Mexican Americans Graduating from Texas A and I University, Kingsville, Texas. Report PB80-125966. Washington, D.C.: U.S. Department of Commerce, produced by the National Technical Information Service, 1979.

> This study finds that the estimated ratio of income gains to costs was significantly lower for Mexican Americans than for non-Mexican Americans. In addition, a traditional career path for Mexican Americans was education, which, compared with other fields, offered little or no economic reward for the training investment.

Rothenberg, Irene F. "Chicanos, the Panama Canal Issues and the Reagan Campaign: Reflections from 1976 and Projections for 1980." Journal of Ethnic Studies 7 (No. 1, 1980):37-49.

>This and the following article are unique in that they discuss American Hispanic sentiments toward U.S. policies in Central and South America. Based on an examination of Chicano press responses, one conclusion reached was that Mexican Americans and other Latinos can unite behind some Latin American issues, unlike some of the other ethnic groups in this country. "Chicanos have a better reason than most minorities to look beyond U.S. national boundaries when seeking to confirm an ethnic identity," because of the historical relation between Mexico and the U.S., and because of the current ties between native- and foreign-born Mexicans. However, lack of organization, cohesion, persuasive ability, economic leverage and general influence probably will prevent the Chicano community from having significant impact on U.S. policies.

Rothenberg, Irene F. "Mexican-American Views of U.S. Relations with Latin America." Journal of Ethnic Studies 6 (No. 1, 1978):62-78.

>This is a more general discussion than the one presented in the previous article concerning non-U.S. allegiances of the Chicano community.

Rowan, Helen. "A Minority Nobody Knows." In Mexican-Americans in the United States: A Reader, pp. 295-306. Edited by John H. Burma. New York: Schenkman, 1970.

>This article provides background information on Mexican American political development, particularly noting the interplay of stereotypes held by mainstream society and their political image. For example, the article notes that although Mexican Americans outnumber blacks in California two to one, they have not been in national public attention, especially in the East. If they are thought of, then they are thought of in terms of stereotypes: "wetbacks," farm laborers, etc. Some of these ideas have been enforced by the fact that the few successes they have had in getting national attention, have been through farm-labor issues; most Mexican Americans are not in agriculture.

Rubel, Arthur J. Across the Tracks. Austin: University of Texas Press, 1966.

This is an anthropological description of a Mexican American border community. It includes particularly useful background information about the nuclear family, roles within the family, and how members of the family view others in the community who are not relatives. The nuclear household is seen as a refuge from the threatening larger society.

Rubio, Mauricio; Urdaneta, M.; and Doyle, J. L. "Psychopathologic Reaction Patterns in the Antilles Command." U.S. Armed Forces Medical Journal 6 (No. 12, 1955):1767-1772.

Based on a tabulation of information on patients during a period of one year, behavior characteristics and precipitating factors of this reaction are described.

Russell, Cheryl. "The News About Hispanics." American Demographics 5 (No. 3, 1983):15-25.

Russell presents an interesting profile of Hispanics, including information from advertising agency research as well as usual census sources. Unfortunately, some of the report notes are not referenced.

Ryan, Ellen B. and Carranza, M. A. "Language Attitudes and Other Cultural Attitudes of Bilingual Mexican-American Adolescents." Ethnicity 7 (1980):191-202.

This study related to the question of how the use of English by an Hispanic may reflect his or her orientation toward mainstream society. The study looks at adolescent Mexican American attitudes about language by examining 58 subjects at a Catholic high school in Chicago. It found that the students who possessed Spanish as their family language had a cultural allegiance favoring Mexico, yet had a positive attitude toward bilingualism; students who were English dominant showed a slight preference for use of English and were more oriented toward mainstream society.

Sahai, Hardeo. Geographic and Demographic Distribution of Aptitude Scores of the 1980 High School Seniors, An Analysis of High School and Beyond Survey. USAREC Research Memorandum 84-1. Fort Sheridan, Illinois: Research and Studies Division, Program Analysis and Evaluation Directorate, U.S. Army Recruiting Command, 1984.

In this 50-page report, Sahai provides background and summary information on the National Center for Education Statistics' major national survey of high school sophomores and seniors with respect to their SAT scores, ASVAB scores, and estimated AFQT scores. He reports the results by age, sex, race/ethnicity, socioeconomic status, and Army recruiting brigades. Among other things, the results show that Hispanic average scores are higher than those of blacks but lower than those of whites.

Sahai, Hardeo. USAREC Studies of Hispanic Recruiting Market. USAREC Research Note 84-1. Fort Sheridan, Illinois: Research and Studies Division, Program Analysis and Evaluation Directorate, U.S. Army Recruiting Command, 1984.

Based on a review of the literature, this is a 21-page socio-demographic summary of the American Hispanic population.

Salas, Eduardo; Kincaid, J. Peter; and Ashcroft, Nancy. An Assessment of Hispanic Recruits Who Speak English as a Second Language. Report No. 86. Orlando, Florida: Training Analysis and Evaluation Group, Department of the Navy, 1980.

One hundred and two Navy Hispanic recruits were tested and interviewed at RTC Orlando to determine the extent of a language problem with recruits who speak English as a second language. The sample scored significantly below recruits in general on both the Work Knowledge subtest of the ASVAB and on the Gates-MacGinitie Reading Test; a higher proportion of the sample had reading abilities below the sixth grade level, which is considered necessary to function in recruit training. A higher proportion also had severe difficulties with oral English. Higher attrition rates and higher rates of referral to Academic Remedial Training programs were also associated with this lower test performance.

Samora, Julian. "Mexican Immigration." In Mexican-Americans Tomorrow, pp. 60-80. Edited by G. Tyler. Albuquerque: University of New Mexico Press, 1975.

This is a review of the historical patterns of Mexican immigration.

Sanchez, Adolpho. A Conceptual Model of the Management "Ethos" Experienced by the Hispanic Administrator and Factors Hindering Advancement to Higher Levels Within an Organization. Report No. PB80-105372. Washington, D.C.: U.S. Department of Commerce, produced by the National Technical Information Service, 1978.

Motivated by the fact that Hispanics are not proportionately represented in employment in numbers indicative of their representation within the general population, this study explores the issue of how attitudes of (Anglo) administrators in personnel offices may work to exclude Hispanics from the labor force. Research on this question came from a survey questionnaire given to 150 non-Hispanic and 150 Hispanic administrators from central and southern Californian cities who were in a variety of professional and white-collar occupations. While conclusive proof of discrimination was not found, questionnaire responses did indicate that there were cultural differences in attitudes within the administrative ranks of organizations which would influence Hispanic access to employment. Furthermore, there were not enough Hispanics in management positions to institute employment policies aimed at Hispanics; there were not enough management development programs. Comprehensive employment and training service programs tend to fall to those persons who seek positions in the trades and in non-professional occupations.

Sanchez, Phillip V. "Hispanics and Foreign Relations: A Profile." In The State of Hispanic America, pp. 41-55. Produced by the National Hispanic Center for Advanced Studies and Policy Analysis. Oakland: Babel, 1981.

This is one of a small group of articles dealing with various political affinities American Hispanics may have with their original homelands. The article is primarily a policy statement suggesting that Hispanics participate more in, and at a higher level of, government agencies such as the Department of Defense.

Sandis, Eva E. "Characteristics of Puerto Rican Migrants To, and From, the United States." In The Puerto Rican Experience, pp. 127-149. Edited by F. Cordasco and E. Bucchioni. New Jersey: Rowman and Littlefield, 1973.

This is a complete compilation of information on the subject.

Santiestevan, Henry. "A Perspective on Mexican-American Organizations." In Mexican-Americans Tomorrow, pp. 164-202. Edited by G. Tyler. Albuquerque: University of New Mexico Press, 1975.

This article is relevant to the question of how the military works as a bridging occupation for minorities in that it describes how the military experience of both World War I and II expanded the education and perspectives of many Mexican Americans beyond that of barrio life. "They returned with strong motivations to educate their fellow Mexican Americans about their political rights," but Hispanic political organizations were characterized by quiet policies of accommodation and adaptation rather than by aggressive action.

Scarborough, Edward. "Minority Participation in DoD." Working Paper. In Defense Manpower Commission Staff Studies and Supporting Papers, Volume IV, Section K. Washington, D.C.: Government Printing Office, May 1976.

In this general survey of the subject, various measurements of minority representation in the military are discussed, such as representation in the general population, in the work force, and in different levels of educational attainment; current minority participation in the Department of Defense, in active or reserve status, is evaluated as of FY 1974, noting sources of procurement and attrition rates; and various Department of Defense equal opportunity programs are discussed.

Scott, John. Developing and Instrument for Measuring the Attitudes of Hispanics in the Navy: A Pilot Study. Technical Report MC 1-3. Philadelphia: Merit Center, College of Education, Temple University, 1980.

This provides background and attitudinal information on Hispanics in the Navy through describing the development of a projective test given to fourteen Mexican American and Puerto Rican subjects in the Navy.

Scott, Robin F. "Wartime Labor Problems in the War." In _An Awakened Minority: The Mexican-Americans_. pp. 134-142. Second Edition. Edited by Manuel Servin. Beverly Hills: Glencoe Press, 1974.

    Useful as a historical reference, this details Hispanic participation in World War II.

Seidenstat, Paul. _A Labor Market Success Model of Young Male Hispanic Americans_. Report No. DL21-10-77-33. Wilmington, Delaware: Latin American Community Center, 1978.

    This useful study examines variables which influence the labor market experience of inner-city Puerto Ricans who attended the eighth grade in Wilmington, Delaware, in the 1966-71 period. Partly because the Puerto Ricans are relative newcomers to the mainland, many lack education and job skills necessary in this country's labor force. The study found Puerto Ricans generally to be "work oriented" but doing poorly in career planning, job searching and choosing the appropriate job training; as a partial consequence unemployment was high and primarily voluntary. Years of schooling was particularly related to career success, as was family background. Interestingly, Puerto Ricans from Puerto Rico were found to be more ambitious and less inclined to accept failure in the labor market. A similar pattern has been suggested for native- and foreign-born Mexican Americans.

Senior, Clarence and Watkins, Donald O. "Toward a Balance Sheet of Puerto Rican Migration." In _The Puerto Rican Experience_, pp. 150-168. Edited by F. Cordasco and E. Bucchioni. New Jersey: Rowman and Littlefield, 1973.

    Patterns and motivations of Puerto Rican migrants are described in this interesting background article.

Servin, Manuel P. _An Awakened Minority: The Mexican-Americans_. Beverly Hills: Glencoe Press, 1974.

    This edited series of articles provide general backgrond information.

Servin, Manuel P. "The Post-World War II Mexican-Americans, 1925-65: A Nonachieving Minority." In An Awakened Minority: The Mexican-Americans. Second Edition. Edited by Manuel P. Servin. Beverly Hills: Glencoe Press, 1974.

This article details the post-World War II status of Mexican Americans; it contains no direct reference to Hispanics in the military.

Shannon, Lyle W. "Measuring Changes in Occupation and Income, Some Problems with a Cohort of Mexican-Americans, Negroes, and Anglos." Pacific Sociological Review 19 (No. 1, 1976):3-19.

Shannon describes a longitudinal (1960-1971) study of the economic absorption and cultural integration of a cohort of Mexican Americans, blacks, and Anglos in Racine, Wisconsin. Methodological problems of such a survey and results are treated. A general finding was that Mexican Americans have probably improved their socioeconomic status over the 11-year period at a faster rate than have blacks. In any case, they still rank below blacks and far below whites.

Sheldon, Paul. "Mexican American Formal Organizations." In Mexican-Americans in the United States: A Reader, pp. 267-272. Edited by John H. Burma. New York: Schenkman, 1970.

This includes brief descriptions of national Mexican American political organizations.

Shields, Patricia M. "Enlistment During the Vietnam Era and the 'Representation' Issue of the All-Volunteer Force." Armed Forces and Society 7 (No. 1, 1980):133-151.

At a general level, this discusses trends of minority participation in the military. For additional information along this line, see, The Determinants of Service in the Armed Forces During the Vietnam Era (Worthington, Ohio: Center for Human Resource Research, Ohio State University, 1977).

Simmons, Ozzie G. "The Mutual Images and Expectations of Anglo-Americans and Mexican-Americans." In Mexican-Americans in the United States: A Reader, pp. 383-395. Edited by John H. Burma. New York: Schenkman, 1970.

Simmons looks at differences in self-images between native- and foreign-born Mexican Americans by testing 280 subjects. The native-born held more negative attitudes about themselves and about Anglos than did the foreign-born.

Sinaiko, H. Wallace; Curran, Patrick, M.; King, Bert T.; and Schneider, Jeffrey M. Hispanic Subpopulations and Naval Service. Washington, D.C.: Office of Naval Research, 1985.

This 17-page report summarizes the discussions and conclusions reached during a workshop sponsored by the Manpower Research and Development Program of the Office of Naval Research on increasing the numbers of Hispanics in the naval services. The objective of the meeting was to bring together researchers, personnel managers, and others who were concerned with the topic; specifically demographics, psychocultural patterns, training and education, recruitment strategies for high-skill jobs, and history of military participation are discussed.

Sowell, Thomas. The Economics and Politics of Race, An International Perspective. New York: William Morrow and Co., 1983.

We include Thomas Sowell's books in this bibliography as background references which are helpful in gaining a general perspective of Hispanics as an immigrant group which is in the process of integrating into general society. Sowell specifically discusses Mexican Americans and Puerto Ricans, comparing their cultural traits and paths of social integration with those of other immigrant groups.

Sowell, Thomas. Ethnic America. New York: Basic Books, 1981.

This includes a chapter on Puerto Ricans and a chapter on Mexican Americans, each of which presents an overview of the background and current status of the group within American society. A concluding chapter makes general comparisons between these Hispanic groups and discusses influences on the integration of these groups into general society. Other relevant books by

Sowell are <u>Markets and Minorities</u> (New York: Basic Books, 1981), <u>Race and Economics</u> (New York: Longman, 1977), and <u>Ameri-</u> <u>can Ethnic Groups</u>, edited by Sowell, (Washington, D.C.: The Urban Institute, 1973).

"Spanish Heritage, Hispanics Have Added to the Lore and Traditions of the Navy." <u>All Hands</u> (September, 1976):11-15.

This article briefly notes the background and accomplishments of a number of Hispanics in the Navy.

Stinson, Byron. "They Went Over to the Enemy." <u>American History Illus-</u> <u>trated</u>, 3 (No. 5, 1968):30-33, 36.

Useful for historical information, this article talks about reasons for desertion of Americans during the Mexican War, noting that some who deserted were Mexican immigrants who had not yet become devoted to their adopted country.

Stouffer, Samuel A., et al. <u>The American Soldier</u>. Princeton, N.J.: Princeton University Press, 1949.

This should be noted as a secondary reference on the general characteristics of military personnel.

Strayer, Richard and Ellenhorn, Lewis. "Vietnam Veterans: A Study Exploring Adjustment Patterns and Attitudes." <u>Journal of Social Issues</u> 31 (No. 4, 1975):81-93.

Using interviews (and attitudinal/personality tests) of a sample population of 40 veterans from rural and urban areas of Southern California, this study seeks to differentiate between those veterans who experience adjustment problems in civilian life and those who appear to have been able to cope with their war experience and successfully become reintegrated into civilian life. Race was distinguished in the sample (black, Mexican American, and white). Those veterans who were high in authoritarianism were the ones to best cope; Mexican Americans are not characterized as such and the data implied that they experience more sensitivity and confusion in the Vietnam exper- ience and, along with black veterans, were more often unem- ployed after Vietnam, had lower goal orientations, and the like, compared with white counterparts. What the study does

not mention is that the minority members drafted during the Vietnam conflict originally came from lower socioeconomic backgrounds and a more periphery position in relation to mainstream society.

Sullivan, Teresa A. "Racial-Ethnic Differences in Labor Force Participation: An Ethnic Stratification Perspective." In The Demography of Racial and Ethnic Groups, pp. 165-187. Edited by Frank D. Bean and W. Parker Frisbie. New York: Academic Press, 1978.

   Useful for understanding employment patterns, this article explores various dimensions and interpretations of labor force participation rates. Hispanic subgroups are compared with other ethnic groups at several points in the discussion which generally argues that labor force participation rates should be considered in conjunction with, among other things, social stratification in order to be meaningful.

Sullivan, Teresa A. and Pedraza-Bailey, S. Differential Success Among Cuban-American and Mexican-American Immigrants: The Role of Policy and Community. Chicago: National Opinion Research Center, 1979.

   This 250-page report focuses on the question of differential labor market success as a function of economic or political motivation for immigration. Based on 1970 census data, the socioeconomic achievement of Cubans, representing political immigrants, and Mexican Americans, who immigrated primarily for economic reasons, are compared. The argument has been that political immigrants have stronger incentives for social mobility in the new country in that they cannot return to their homelands in most cases. Economic immigrants, in contrast, do not have such pressing achievement needs because they have the alternative of returning to their homelands. In addition to these basic motivation differences, Mexican Americans as economic immigrants did not receive the comprehensive program of government services as did Cubans, and this probably has had great influence leading to the higher socioeconomic achievement of Cubans.

Sweet, James A. "Indicators of Family and Household Structure of Racial and Ethnic Minorities in the United States." In The Demography of Racial and Ethnic Groups, pp. 221-259. Edited by Frank D. Bean and W. Parker Frisbie. New York: Academic Press, 1978.

Based on 1970 census material, this is an interesting cross-ethnic comparison of family demographic and structural characteristics.

Szalay, Lorand B.; Ruiz, P.; and Strohl, Jr. The Hispanic American Cultural Frame of Reference. Washington, D.C.: Institute of Comparative Social and Cultural Studies, Inc., 1978.

This report seeks to define a complex of perceptions and attitudes about one's self, one's family, and the larger surrounding society which characterize Hispanics in contrast to Anglos. It is hoped that this information is useful at a general level in the understanding of Hispanic behaviors, in that the defined complexes can be taken as "points of departure for intercultural understanding and communication, providing a background against which specific behaviors and incidents can be placed." Such is particularly useful to Anglo medical personnel, for example, for a more culturally sensitive appreciation of Hispanic patients.

Szalay, Lorand B.; Diaz-Royo, Anktonio; Brena, Margaret N.; and Vilov, Shelley K. Hispanic American Psychocultural Dispositions Relevant to Personnel Management. Washington, D.C.: Institute of Comparative Social and Cultural Studies, Inc., July 1984.

Following the line of research indicated in the previous study, this is a comparative study of five Hispanic American student samples, representing the major Hispanic subgroups, to define distinguishing perceptions and motivations which may be relevant to recruitment and service satisfaction and retention.

Teske, Raymond H. C. and Nelson, Bardin H. "An Analysis of Differential Assimilation Rates Among Middle-Class Mexican Americans." Sociological Quarterly 17 (No. 2, 1976):218-235.

Based on a sample of 151 middle-class Mexican Americans residing in Texas, this study finds that early socialization patterns incorporating a discontinuous status sequence and a

lack of reinforcement as Mexican American increase the proba-
bility that the individual will assimilate into the broader
American cultural system.

Thomas, Patricia. An Investigation of Possible Test Bias in the Navy
Basic Test Battery. Technical Bulletin STB 73-1. Naval Personnel and
Training Research Laboratory, 1972.

The bias is suggested by, among other things, the fact that the
Navy Basic Test Battery scores were more accurate in the pre-
diction of the grades of white students than of black students.
The implication one can draw from this study is that a similar
bias may also exist in testing Hispanics or others from a non-
Anglo background.

Thompson, Jerry D. "Mexican-Americans in the Civil War: The Battle of
Valverde." Texana 10 (No. 1, 1972):1-19.

This contains historical information.

Tienda, Marta. "Sex, Ethnicity and Chicano Status Attainment." Inter-
national Migration Reveiw, 16 (No. 2, 1982):435-473.

Using data from the 1979 Chicano Survey, this study finds that,
among other things, close ethnic attachment, measured by
language and association, does not lower socioeconomic attain-
ment. In fact, Spanish competency has a positive effect upon
the status of first job.

Tienda, Marta and Angel, Ronald. Female Headship and Extended Household
Composition: Comparisons of Hispanics, Blacks and Non-hispanic Whites.
Working Paper 81-1. Madison, Wisconsin: Center for Demography and
Ecology, University of Wisconsin, 1981.

Based on information from the 1976 Survey of Income and Educa-
tion, this research seeks to evaluate differences in the
prevalence of extended living arrangements among female-headed
and husband/wife families, and relates these to the socio-
economic characteristics of the family heads. The analysis

does find that the higher prevalence of extended household structure among female-headed units is a function of economics and social adaptation.

Tienda, Marta and Neidert, Lisa J. Segmented Markets and Earnings Inequality of Native and Immigrant Hispanics in the United States. Working Paper 80-13. Madison, Wisconsin: Center for Demography ad Ecolog, University of Wisconsin, 1980.

This study examines the theory that foreign-born workers, and especially the unskilled, do not compete with native-born workers because most immigrants hold jobs that native-born workers would not accept, by looking at the relationship between market segmentation (whether core or periphery) and the work earnings of native- and foreign-born Hispanic workers. Data for this 25-age report came from the 1976 Survey of Income; based on constraints desired, the subsample included over 3,000 individuals, of whom 1,899 were Mexicans, 348 were Puerto Ricans, 369 Central/South Americans, and 581 other Spanish origin workers. The findings indicate that market location is an important variable to be considered along with individual worker characteristics for an understanding of income attainment differences.

Tienda, Marta, et al. Hispanic Origin Workers in the U.S. Labor Market: Comparative Analyses of Employment and Earnings. Final Report to the U.S. Department of Labor. Springfield, Virginia: produced by the National Technical Information Service, 1981.

About 370 pages long, this report represents a major exploration of the Hispanic subsample of the Survey of Income and Education (1976), which included over 8,000 Hispanic respondents aged 18 through 64. The report is divided into chapters, the first of which presents an employment and earnings profile of Hispanic workers. Following chapters cover in detail various factors influencing Hispanic employment patterns, including household composition, nationality, education, language, and job search methods. Hispanic subgroups are treated separately.

Torbensen, Jerry L. Cultural Gap? A Commanders Guide to Counseling Minority Airmen. Maxwell Air Force Base, Alabama: Air Command and Staff College, Air University, 1981.

This is a handbook for individuals in a command position where additional knowledge and guidelines for counseling minorities

would be useful. Blacks and Hispanics are considered separately in two chapters; a synopsis of Puerto Rican and Mexican American cultures is provided in 13 pages. Although the author does warn against it, readers of this may have a tendency to take generalizations in this to support negative stereotypical views held by Anglos about Hispanics. For example, a clear association is made between being "culturally disadvantaged" and being Hispanic. The text goes on to say that "if the airmen fit the basic mold as 'culturally disadvantaged' they will probably exhibit some of the following general characteristics to varying degrees. They: (some listed)
- come from a rural background
- have had excessive reliance on welfare
- feel rejected by society
- have a poor self-concept
- are aggressive
- have a poor attention span
- are linguistically handicapped" (pages 19-20)

Torres-Matrullo, Christine M. "Acculturation, Sex-Role Values and Mental Health Among Mainland Puerto Ricans." In Acculturation, Theory, Models and Some New Findings, pp. 111-137. Edited by A. M. Padilla. Boulder, Colorado: Westview Press, 1980.

After a review of the relevant literature concerning acculturation, mental health, and the Puerto Rican family, this paper describes personal adjustment/self-image tests given to 72 male Puerto Ricans living in Pennsylvania. Significant relationships were found between level of acculturation, level of education, and family and sex-role attitudes among the subjects. This suggested that the traditional Puerto Rican family and related values are changing with increased education and exposure to American society.

Training and Doctrine Command. Survey of Battalion Commanders on Perceptions of Low Level English Comprehension Problems. Fort Monroe, Virginia: Headquarters, U.S. Army, Training and Doctrine Command, May, 1976.

Some of the conclusions reached through this survey were that, on the average, battalion commanders considered nearly 5 percent of their soldiers to have problems with English language comprehension; 50 percent of the commanders surveyed considered this to adversely influence performance; however, 70 percent of the commanders felt that on-duty English language instruction

hindered effective accomplishment of military duties. This report is 82 pages long and primarily consists of a tablulation of survey responses.

Triandis, Harry C. <u>Allocentric Vs. Idiocentric Social Behavior: A Major Cultural Difference Between Hispanics and the Mainstream.</u> Technical Report No. ONR-16. Champaign, Illinois: Department of Psychology, University of Illinois, 1983.

> Prompted by findings of other research of Triandis' project on differences between Hispanic and mainstream Navy recruits, this 50-page report presents a literature review regarding allocentric-idiocentric behavior patterns as well as an evaluation of ways to measure this dimension of behavior. The argument is supported that Hispanics are allocentric, in that their behavior is strongly influenced by consideration of how it will affect other people. Mainstream members, on the other hand, are idiocentric in that they give more weight to the effect that the behavior will have on themselves than on others.

Triandis, Harry C. <u>Hispanic Concerns About the U.S. Navy.</u> Technical Report No. 1. Champaign, Illinois: Department of Psychology, University of Illinois, 1981.

> This 28-page report tabulates interview responses from 88 Hispanic Navy recruits (representing all three major Hispanic subgroups proportionately) on their impressions of the Navy. A comparison of their responses with those of a group of Illinois Anglo college students showed basic similarities between the two groups. However, the Hispanics showed concern about losing their cultural heritage and being cut off from their families by joining the Navy.

Triandis, Harry C. and Hui, C. H. <u>Navy Hispanic Recruitment: Analysis of Navy Recruit Command Data.</u> Final Report. Champpaign, Illinois: Department of Psychology, University of Illinois, 183.

> Based on the analysis of two tapes obtained from the Navy Recruit Command, which included limited numbers of Hispanics, two conclusions were reached: (1) the basic profile of Hispanics differed from that of mainstream recruits in that the Hispanics were more likely to be older, married, have more dependents, and were less likely to pass the AFQT, and (2) clues based on this analysis and on other research done by

Triandis suggest that the Navy should take a more "personal" approach in Hispanic recruitment and in the way the Navy organization is presented to potential Hispanic recruits. This report is 11 pages long.

Triandis, Harry C. and Hui, C. H. Locus of Control in Hispanic and Mainstream Samples. Technical Report No. ONR-25. Champaign, Illinois: Department of Psychology, University of Illinois, 1982.

In other Triandis studies, no differences in locus of control between Hispanic and mainstream Navy recruits were found. This raised the question whether the Navy samples are representative of the U.S. population or the Navy selection process includes only those Hispanics who match the attributes of the mainstream recruits. The study reported here seeks to answer this question, as well as whether Hispanic and mainstream men and women of low or high socioeconomic levels employ the same meaning of locus of control, by an examination of locus of control in a nationwide sample from the National Longitudinal Survey data base, including youths aged between 14 and 24. The study found no differences in externality between the Hispanic and mainstream populations sampled by the NLS; the meaning of locus of control was not the same for various military samples.

Triandis, Harry C.; Marin, G.; and Hui, C. H. Affective Meaning Among Hispanic and Mainstream Navy Recruits. Technical Report No. ONR-26. Champaign, Illinois, Department of Psychology, University of Illinois, 1982.

Based on questionnaire responses of 106 Hispanic (representing the three main Hispanic subgroups) and 119 mainstream male Navy recruits, this 10-page report explores potential differences in the meaning of various concepts among Hispanic and mainstream Navy recruits. Meanings among the Hispanic subgroups were found to be similar, arguing for the homogeneity of the Hispanic groups; meanings among the Hispanic groups generally contrasted with those of the mainstream group.

Triandis, Harry C.; Ottati, V.; and Marin, G. Achievement Motives of Hispanic and Mainstream Navy Recruits. Technical Report No. 5. Champaign, Illinois, Department of Psychology, University of Illinois, 1982.

Based on questionnaire responses of 80 mainstream and 80 Hispanic (as in most of the Triandis studies, proportionately

representative of the general Hispanic population) Navy recruits, this 7-page paper presents among other results, that the Hispanic Navy recruits are slightly higher in achievement motivation than the mainstream subjects. Thus, it is hypothesized that the Navy's recruiting process either excluded those Hispanics of more moderately positive attitudes toward work or attracted those of higher need achievement, or did not attract mainstream recruits of higher achievement motivation.

Triandis, Harry C.; Ottati, V.; and Marin, G. Social Attitudes Among Hispanic and Mainstream Navy Recruits. Technical Report No. NR-10. Champaign, Illinois: Department of Psychology, University of Illinois, 1982.

Based on questionnaire responses of 80 mainstream and 80 Hispanic Navy recruits, this 7-page explores differences in attitudes concerning social issues between the two groups. Among the kinds of findings of this psychological analysis was that Hispanics, at least the Navy recruits of this sample, were no more religious than the mainstream subjects, contrary to the stereotype of Hispanics as being very concerned with religion.In addition, the Hispanics group exhibited a political factor, suggesting that they may be more concerned with this dimension than the mainstream Navy recruits. The authors suggest that this supports other research that found Hispanic Navy recruits to have a more complex perception of political stimuli than the mainstream subjects. This difference may be linked to the Hispanics having more information or a greater inclination toward idealism.

Triandis, Harry C.; Villareal, M.; and Natalicio, L. Some Aspects of the Subjective Culture of Hispanic High School Students. Technical Report No. ONR-29. Champaign, Illinois: Department of Psychology, University of Illinois, 1984.

In a further exploration of basic cultural differences between Hispanic and mainstream individuals, this study examines 200 subjects from the El Paso high school population. An instrument was used to measure such personality dimensions as individualism-collectivism, power distance, masculinity, uncertainty avoidance, work and family orientation, and role relation perceptions. The findings were then compared with those of similar tests given to groups of Hispanic and mainstream Navy recruits. The "simpatia" cultural script (identified by Triandis which includes a pattern of social interaction

which is characteristic of Hispanics) and a high level of power distance previously found among Hispanic recruits were again identified in the high school sample. These and other results are discussed in this 21-page paper.

Triandis, Harry C., et al. Acculturation indices as a Means of Confirming Cultural Differences. Interim Technical Report No. ONR-27. Champaign, Illinois: Department of Psychology, University of Illinois, 1983.

Based on questionnaires given to a series of groups of mainstream and Hispanic Navy recruits, this study explores the use of indexes of acculturation to establish the existence of cultural difference and finds that, in general, the more acculturated Hispanics were closer to the mainstream subjects on most items. Detailed discussion occurs in 30 pages of text.

Triandis, Harry C., et al. Acculturation and Biculturalism Among Hispanic Navy Recruits. Technical Report No. 6. Champaign, Illinois: Department of Psyschology, University of Illinois, 1982.

This 22-page report develops indices of acculturation and biculturation, such as (1) the number of U.S. born relatives and (2) the extent to which the subject wishes to have mainstream co-workers and have his or her children attend mainstream schools. This report is based on a Personal Information Questionnaire given to samples of mainstream and Hispanic Navy recruits.

Triandis, Harry C., et al. Attributions of Success and Failure Among Hispanic and Mainstream Navy Recruits. Technical Report No. ONR-21. Champaign, Illinois: Department of Psychology, University of Illinois, 1982.

This contains five pages of text and is based on questionnaire responses of 49 mainstream and 41 Hispanic male Navy recruits where the subjects were asked to rate the likelihood of particular causal explanations for various events. Both groups showed similar response patterns, supporting the hypothesis that Hispanic and mainstream recruits do not significantly differ.

Triandis, Harry C., et al. Dimensions of Familism Among Hispanic and Mainstream Navy Recruits. Technical Report No. ONR-14. Champaign, Illinois: Department of Psychology, University of Illinois, 1982.

The dimensions of Hispanic and mainstream familism (the emphasis on family relationships and family interdependence) were explored using a sample of 73 Hispanic and 81 mainstream Navy recruits. This 12-page report presents the finding that the Hispanic subjects seemed slightly more willing than mainstream recruits to sacrifice to attend celebrations involving second and third degree relatives, indicating that they have somewhat broader family boundaries.

Triandis, Harry C., et al. Perceptions of Supervisor-Subordinate Relations Among Hispanic and Mainstream Recruits. Technical Report No. ONR-11. Champaign, Illinois: Department of Psychology, University of Illinois, 1982.

Based on questionnaire responses of 73 Hispanic and 81 mainstream Navy recruits, ethnic differences in perceptions of supervisor-subordinate relations, power distance, uncertainty avoidance, collectivism, and masculinity were the focus of this study. The 20-page analysis shows that Hispanics were higher than the mainstream recruits in power distance, uncertainty avoidance, collectivism, and lower than mainstream recruits on masculinity. However, much of the data suggests that the two groups share similarities but together are different from the general population, indicating that the Navy is recruiting Hispanics who are quite similar to the mainstream recruits; there may be a "military culture" exhibited by the Navy which attracts individuals who are high on particular personality dimensions, irrespective of ethnic group.

Triandis, Harry C., et al. Role Perceptions of Hispanic and Mainstream Navy Recruits. Technical Report No. ONR-24. Champaign, Illinois: Department of Psychology, University of Illinois, 1982.

This 50-page examination, based on several techniques used with samples of mainstream and Hispanic Navy recruits, found that mainstream subjects experience both a push out of the family, and a pull toward the family, as well as a pull toward work roles, the total sum of these forces favoring work roles; Hispanic subjects experienced essentially no push out of the family, a strong pull toward the family, and therefore see work roles with ambivalence.

Triandis, Harry C., et al. Self-Concepts and Valuees Among Hispanic and Mainstream Navy Recruits. Technical Report No. ONR-7. Champaign, Illinois: Department of Psychology, University of Illinois, 1982.

Based on questionnaire responses of 80 Hispanic and 80 mainstream Navy recruits, this 42-page report explores whether hypotheses concerning similarities and differences among Hispanic and mainstream self-concepts and values derived from a review of relevant literature could be supported. The Hispanic characteristics included such orientations as subjugation to nature, a present orientation, and lower educational aspirations. The hypotheses were not supported, which suggested that the literature may not be dependable and that the Navy sample may not be representative of the general American Hispanic population. This report includes a complete bibliography of relevant literature.

Triandis, Harry C., et al. Simpatia as a Cultural Script of Hispanics. Technical Report No .ONR-19. Champaign, Illinois: Department of Psychology, University of Illinois, 1982.

Using questionnaire responses from 41 Hispanic and 49 mainstream Navy recruits, this 21-page paper defines a pattern of social interaction which is characteristic of the Hispanic group. Part of this pattern includes an emphasis on positive behaviors in positive situations and the de-emphasis of negative behaviors in negative situations. Based on this, one could expect that Hispancis in the Navy may feel underrewarded in situations where they do a good job and do not receive proportionately more recognition. In addition, they may expect less expression of criticism when they do a poor job; even mild criticism may be seen as extreme criticism.

Triandis, Harry C., et al. Stereotyping Among Hispanic and Mainstream Navy Recruits. Technical Report No. ONR-13. Champaign, Illinois: Department of Psychology, University of Illinois, 1982. This report also was published under the title, "Stereotyping Among Hispanics and Anglos," in the Journal of Cross-Cultural Psychology 13 (No. 4, 1982):409-426.

Based on questionnaire responses of 73 Hispanic (representing Cubans, Puerto Ricans, and Mexican Americans) and 81 mainstream Navy recruits, this 24-page paper examines mainstream and Hispanic recruits' perceptions of blacks, whites, Puerto Ricans, Cubans, Mexican Americans, and Chicanos. The mainstream sample saw themselves as well socialized, and go-getting but not calculating. Hispanics saw themselves in a generally positive way, as well socialized and socially oriented and not backward or anti-social; as a group their impressions were not as uni-

form as were those of the mainstream group, indicating the geographic heterogeneity of the Hispanic group. The hetero-stereotypes of Hispanics and mainstream members were positive, although Hispanics indicated some ambivalance. One point made was that the negative autostereotyping attributed to Hispanics generally did not exist among the Hispanic Navy recruits. Their heterostereotype of the mainstream was also more positive than reported in the general literature.

Tuck, Ruth D. <u>Not With the Fist, Mexican-Americans in the Southwest City</u>. New York: Harcourt, Brace, 1946.

This older sociological work provides some background informa-tion on Hispanics and the military; it notes that Mexican American participation in World War II gave them motivation to initiate civil rights activities in later civilian life.

Tugwell, Rexford Guy. <u>The Stricken Land, The Story of Puerto Rico</u>. New York: Doubleday and Co., 1947.

Tugwell's monograph offers a few notes about discrimination against the Puerto Rican military units. Other than that, there is little else about Puerto Rican participation in the military.

Turner, Susan P. <u>A Model to Predict Retention and Attrition of His-panic-Americans in the Navy</u>. Technical Report MC 1-1. Philadelphia: Merit Center, College of Education, Temple University, 1980.

This study seeks to develop a theoretical model which will help to predict attrition by detailing the processes of interaction between the individual and the Navy. It includes a review of relevant literature, particularly that by Szalay and his asso-ciates.

Tyler, Gus., ed. <u>Mexican-Americans Tomorrow, Educational and Economic Perspectives</u>. Albuquerque: University of New Mexico Press, 1975.

This includes several useful background information articles which are annotated separately.

Underwood, Lorraine. "Minority Women and the Military." Unpublished Paper. Action Women's Equity Action League, Washington, D.C., June 1979.

> Prompted by the realization that historians have neglected the role of black and other minority women in the American military, the author presents this 12-page review which notes Hispanic female participation at several points.

U.S. Commission on Civil Rights. Mexican American Education Study. (Reports 1 through 5 are published in a single volume.) New York: Arno Press, 1978.

> At the time of its publication, this was the most extensive treatment of the Mexican American schooling. This series of 5 reports total over 400 pages of interview and questionnaire information.

U.S. Department of the Army. Equal Opportunity: FY 80/81 Assessment of Programs. Washington, D.C.: The Pentagon, Office of the Deputy Chief of Staff for Personnel, December 1982.

> The Department of the Army established the requirement for annual assessments of the Army's equal opportunity programs in 1975. The annual reports of these assessments include a variety of statistical information, including minority composition, minority representation within career fields, commissioning programs and career development, representation with regard to separation, confinements and serious crimes, and other subjects. Hispanics are treated as a single group.

U.S. Department of the Army. Marginal Man and Military Service: A Review. Washington, D.C.: Government Printing Office, 1966.

> Included in this book is a chapter on various tests, test standards, and special programs for English instruction used by the Army for enlisting Puerto Rican men since World War II. This useful discussion raises the question of to what degree is it advisable to apply uniform measues established on one population to a culturally different population.

U.S. Department of Commerce, Bureau of the Census. _Characteristics of the Population, General Social and Economic Characteristics, Puerto Rico._ PC80-1-C53A. Washington, D.C.: Government Printing Office, February 1984.

> This includes over 250 pages of demographic statistics on the island population.

U.S. Department of Commerce, Bureau of the Census. _Condition of Hispanics in America Today._ Washington, D.C.: Government Printing Office, 1983.

> This is a 28-page profile of the American Hispanic population based on the 1980 census. In most cases, Hispanics are treated as one group. A particularly useful part of this report is an included index of the Census Bureau reports containilng data on Hispanics. Noted in this bibliography are some of the more useful reports.

U.S. Department of Commerce, Bureau of the Census. _Persons of Spanish Origin by State: 1980._ Supplementary Report, Series PC80-S1-7. Washington, D.C.: Government Printing Office, (August) 1982.

U.S. Department of Commerce, Bureau of the Census. _Persons of Spanish Origin in the United States: March 1980, Advance Report._ Current Population Reports, Series P-20, No. 361. Washington, D.C.: Government Printing Office, 1981.

> This includes a brief profile of the Hispanic population.

U.S. Department of Commerce, Bureau of the Census. _Persons of Spanish Origin in the United States: March 1979._ Current Population Reports, Series P-20, No. 354. Washington, D.C.: Government Printing Office, 1980.

> This report includes over 60 pages of demographic statistics on mainland Hispanics.

U.S. Department of Commerce, Bureau of the Census. Population Profile of the United States: 1981. Current Population Reports, Series P-20, No. 374. Washington, D.C.: Government Printing Office, September 1982.

U.S. Department of Defense. Hispanics in America's Defense. Washington, D.C.: Office of the Deputy Assistant Secretary of Defense for Equal Opportunity and Safety Policy, 1983.

This presents an historical and current profile of the Hispanic contribution to the Armed Forces.

U.S. Department of Defense. Profile of American Youth. Washington, D.C.: Office of the Assistant Secretary of Defense, Manpower, Reserve Affairs, and Logistics, 1982.

In 1979, the National Longitudinal Survey was expanded to begin a new longitudinal study of young men and women for comparative purposes with earlier cohorts of youth and to evaluate expanded employment and training programs for youth legislated in 1977. A national probability sample was drawn for annual interviewing consisting of 5,700 women and 5,700 men, aged 14-21, with over-represenation of blacks, Hispanics, and economically disadvantaged whites. Under sponsorship of the Department of Defense, an additional sample of 1,300 persons serving in the Armed Forces (of the same age group) was also selected. The Profile of American Youth is a large scale project using this sample. For purposes of assessing the vocational aptitudes of contemporary American youth and establishing national norms for the Armed Services Vocational Aptitude Battery, in 1980 a research version of the ASVAB was given to nearly 12,000 subjects within this sample. A summary of the results of this major research effort is presented in this 100-page report. Hispanics are treated as a single group and compared to whites and blacks. For a detailed description of the Profile of American Youth data base, see Frankel and McWilliams, 1981. For further description of the NLS, a handbook is published by the Center for Human Resource Research, Ohio State University, 5701 North High Street, Worthington, Ohio 43085

U.S. Department of Defense. Veterans Attitude Tracking Study - 1983, Wave I. Washington, D.C.: Office of the Assistant Secretary of Defense/Defense Manpower Data Center, June 1984.

The Veterans Attitude Tracking Study was designed to provide time series data about the propensity of veterans to enlist in

Reserve Components or re-enlist in the Active Forces. Although
this analysis does not treat Hispanics, the interview question-
naire included Hispanic as an identifier, presumably making the
data base potentially useful. The survey upon which this
analyis is based included about 5 percent Hispanic subjects.

U.S. Department of Labor, Bureau of Labor Statistics. Directory of Data
Sources on Racial and Ethnic Minorities. Bulletin 1879. Washington,
D.C.: Government Printing Office, 1975.

This annotated bibliography of government statistical reports
includes a 16-page section with Hispanic references. A
description of the primary data bases and information regarding
the development of the Hispanic identifier also occurs in
introductory sections of this bulletin.

U.S. Selective Service System. Special Groups. Special Monograph No.
10, Volumes I and II. Washington, D.C.: Government Printing Office,
1953.

In response to the Selective Training and Service Act of 1940
which was specific in providing that its operation should be
equitable and impartial toward all men, this monogrph attempts
to define issues and problems faced by the System in carrying
out the intent of the law with regard to ethnic groups. Volume
I defines and evaluates ways in which these difficulties were
faced. Blacks and Japanese Americans are treated at length;
Puerto Ricans are treated in much less detail, but apparently
considered the primary Hispanic population of concern to the
military. Volume II includes appendices: relevant Executive
Orders, laws, memoranda, various statistics, and other informa-
tion.

Uribe, Oscar. "Measuring the Degree of Discrimination." Agenda 9 (No. 4
1979):14-15, 35.

The author, who has written a number of statements regarding
minority education, argues against the suggestion made by some
social scientists, that Mexican Americans have suffered less
discrimination than have blacks, particularly in education.

Valdez, Jude. "Admission of Chicano Students to Higher Education: Models and Methods." In Explorations in Chicano Psychology, pp. 109-120. Edited by Augustine Baron. New York: Praeger, 1981.

> Arguments against the use of traditional admission practices for minorities are presented, prompted by the fact that the ability to predict which minority students will succeed in college based on traditional admission criteria is no better than modest.

Valdes y Tapia, Daniel. Hispanos and American Politics. New York: Arno Press, 1976.

> This study substantiates the assumption that Hispanic politics is becoming more active, at least in the Southwest, although reasons why the effort is not and probably will not be strong are explored. This is a useful background reference.

Vaughan, Suzanne and Wright-Romero, L. The Structure of Labor Markets and Sectors of Production: An Analysis of Underemployment Among Hispanic Youth. Final Report. Washington, D.C.: National Council of La Raza, 1982.

> This is one of a small group of studies which explore the quality of the experience of Hispanic youth in the labor market. The data for this study was obtained from the 1979 National Longitudinal Survey, Youth Cohort, and included those youth who were not in school.

Verdugo, Naomi. The Effects of Discrimination on the Earnings of Hispanic Workers: Findings and Policy Implications. Report. Washington, D.C.: National Council of La Raza, 1982.

> Using information from the March 1981 Current Population Survey, this 10-page paper argues that although lack of educational attainment, limited numbers of hours worked, limited opportunities for high-wage occupations, and young age, account for some of the lower Hispanic wage rates, ethnicity accounted for a more significant part when other variables were controlled -- ethnicity alone accounted for 14 percent of the wage differences between white and Hispanic males, and 29 percent of the total difference in earning power between white males and Hispanic females.

Vigil, Maurilio. *Chicano Politics*. Washington, D.C.: University Press of America, Inc., 1978.

> Although only indirectly related to the subject, this detailed analysis provides useful background information for an under-standing of Chicano politcal participation. One of the themes of this book is that one of the reasons for the subordinate political position of Chicano concerns a lack of a clear under-standing of the true workings of the American political system. The author suggests that in general Chicanos (especially newly arrived immmigrants) have an idealized expectation that the government would respond to their needs simply because of the high ideals and altruism purported by the system, and that little if any activity was expectd on their part to accomplish that end. Chicano groups that have taken a more active approach have been unable to influence the general political system because they have been unable to marshall enough resources, skills, and incentives to bear in the system.

Villareal, Marcello and Triandis, H. C. *Navy Recruit's Expectations of Productivity, Liking, and Intentions to Quit Under Different Supervisors.* Interim Technical Report No. ONR-28. Champaign, Illinois, Department of Psychology, University of Illinois, 1983.

> This 7-page report gives the results from a questionnaire exploration of how Hispanic and mainstream Navy recruits differently viewed supervisors' characteristics. No sig-nificant differences were found; both groups indicated a preference for structured (the supervisor tells you exactly what to do), open (you know exactly what your supervisor thinks of you), and considerate (when you do not feel well, the super-visor assigns you an easy job) supervisors.

Wagenheim, Kal. *A Survey of Puerto Ricans on the U.S. Mainland in the 1970's.* New York: Praeger, 1975.

> One of the major studies of Puerto Ricans in New York City, this work draws together especially useful background informa-tion concerning employment and educational patterns. Even in the 1970's the mainland population was so young that the author thought it would be difficult to determine the future of Puerto Rican youth in the labor market, although the pattern of Puerto Ricans settling in urban areas with diminishing employment opportunities leads to an obvious conclusion.

Weinberg, Meyer. Minortity Students: A Research Appraisal. U.S. Department of Health, Education and Welfare, National Institute of Education. Washington, D.C.: Government Printing Office, 1977.

This general evaluation of minority educational status in the U.S. includes a chapter which summarizes the important studies of Mexican American and Puerto Rican children.

Welch, Susan; Comer, John; and Steinman, Michael. "Political Participation Among Mexican Americans: An Exploratory Examination." Social Science Quarterly. 53 (No. 4, 1973):799-813.

Based on questionnaire responses from a sample population in two primarily Mexican American counties in Nebraska, this seeks to define variables influencing political participation among Mexican Americans. An example of one finding was that attitudes toward the political process were much more highly related to participation than were social status indicators. Based on this, the authors suggest that if a group is systematically excluded from the political process or perceives that it is not welcomed, it is likely that the political socialization process will not operate as it would for members of the larger community. Those with more education and other attributes of higher socioeconomic status may not automatically assume a role in politics because the education process and other socialization agents do not prepare group members for political roles.

White, Bruce. "The American Military and the Melting Pot in World War I." In The Military in America, pp. 301-312. Edited by Peter Karsten. New York: The Free Press, 1980.

White's article is indirectly relevant in that it discusses the military's treatment of minorities during World War I when issues focused on ethnic units and language problems were raised.

Whitehead, Calton J. and King, Albert S. "Differences in Managers' Attitudes Toward Mexican and Non-Mexican Americans in Organizational Authority Relations." Social Science Quarterly 53 (No. 4, 1973):760-771.

This is based on questionnaire responses from 601 industrial managers (from manufacturing firms in California and Texas), 301 responding to questions concerning only Mexican Americans and 300 others responding to parallel questions containing no reference to Mexican Americans. Data revealed that managers

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consistently reflected lower attitudes towards Mexican Americans than non-Mexican Americans; Mexican Americans were perceived to be more dependent, to show less initiative in authority relationships, and were seen to require different supervisory techniques and different standards of performance.

Wilkerson, Doxey A. "The Failure of Schools Serving the Black and Puerto Rican Poor." In Schools Against Children. pp. 93-126. Edited by Annette T. Rubinstein. New York: Monthly Review Press, 1970.

In this older but interesting article, the author describes evidence of the failure of New York City public schools to meet the needs of minority students by comparing schools with primarily Puerto Rican and black students with schools which had primarily Anglo students. Among things mentioned were the higher frequency with which "general diplomas" were issued to minority students. Compared with the "academic diplomas" more commonly granted to non-minority students, these diplomas were given little or no standing among college admissions officials or among employers.

Wilson, Kenneth L. and Portes, Alejandro. "Immigrant Enclaves: An Analysis of the Labor Market Experiences of Cubans in Miami." American Journal of Sociology 86 (No. 2, 1980):295-319.

This explores why the Cuban labor market experience differs from that of other Hispanic groups. Current research suggests that immigrants primarily enter the secondary labor market which is linked with small peripheral firms and less stable employment. In the Cuban case, many of the firms in which Cubans are employed are Cuban-owned; this gives the workers some distinct characteristics, including a tendency to return to past human capital investments which is usually absent among immigrant workers in the secondary labor market.

Williams, J. Allen; Beeson, P.; Johnson, D. "Some Factors Associated with Income Among Mexican Americans." Social Science Quarterly 53 (No. 4, 1973):710-715.

Among the important reasons for the lower average income of Mexican Americans are that they are more likely to begin their lives with a socioeconomic handicap; independent of socioeconomic background differences, they have not attained comparable levels of education; and, even when they do obtain a

similar level of education to that of Anglo counterparts, Mexican Americans do encounter some degree of discrimination, although less so than do blacks. This study was based on a survey of 233 households in Austin, Texas in 1969.

Wing, Hilda. "Profiles of Cognitive Ability of Different Racial/Ethnic and Sex Groups on a Multiple Abilities Test Battery." Journal of Applied Psychology 65 (No. 3, 1980):289-298.

This article includes a review of earlier attempts to define racial/ethnic differences in test profiles and reports on a study of all applicants to whom the test battery administered by the U.S. Civil Service Commission were given in a Western city during one month of 1977. The test battery included sections to measure verbal, judgment, induction, deduction, and math ability differences among black, white, Mexican American, Asian, and Filipino groups.

Youth Attitude Tracking Study, Fall 1982. (See Market Facts, Inc.)

Zirkel, Perry A. "Spanish-Speaking Students and Standardized Tests." In Education of the Spanish-Speaking Urban Child, pp. 289-307. Edited by E. J. Ogletree. Springfield, Illinois: Charles C. Thomas, 1975.

Through a review of the relevant literature, this discusses how in the the case of IQ testing of Spanish-speaking children, a verbal factor works against their optimal performance; subtests most dependent on English language skills generally result in poorest performance, indicating a handicap in language ability rather than learning ability.

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